



No. 5573.149

No. 192-200



5573 15
UNITED STATES DEPARTMENT OF LABOR
CHILDREN'S BUREAU - - - PUBLICATION No. 199

CHILD LABOR IN NEW JERSEY

PART 3

THE WORKING CHILDREN OF NEWARK AND PATERSON

U. S. DEPARTMENT OF LABOR

JAMES J. DAVIS, Secretary

CHILDREN'S BUREAU

GRACE ABBOTT, Chief

CHILD LABOR IN NEW JERSEY

PART 3

THE WORKING CHILDREN OF NEWARK AND PATERSON

By

NETTIE P. MCGILL

Bureau Publication No. 199



UNITED STATES

GOVERNMENT PRINTING OFFICE

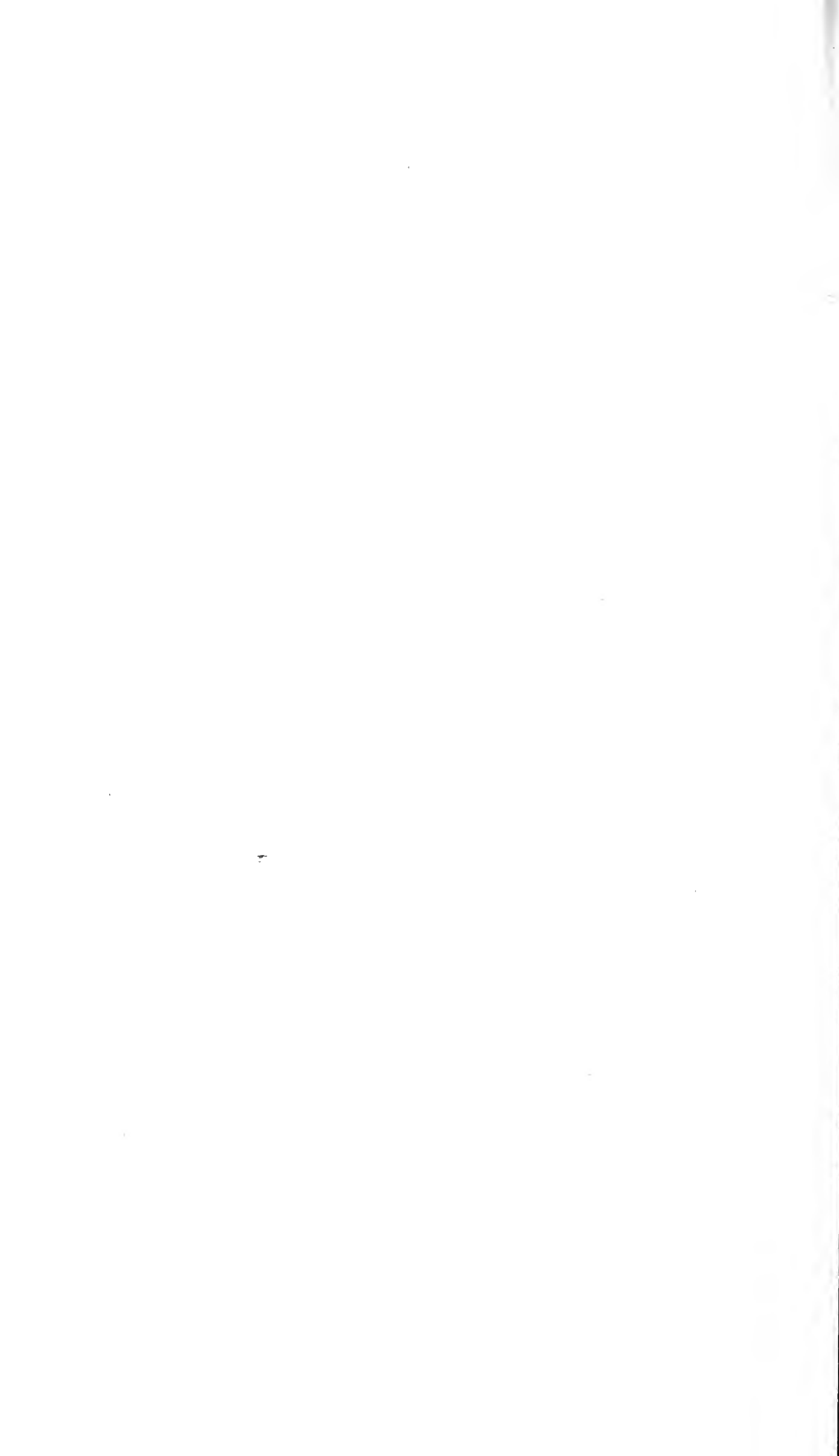
WASHINGTON : 1931

U. S. SUPERINTENDENT OF DOCUMENTS

JAN 28 1931

CONTENTS

	Page
Letter of transmittal.....	V
Introduction.....	1
Newark.....	4
The continuation-school enrollment.....	4
The working group.....	5
Termination of school life.....	7
Work experience before leaving school.....	7
Age at leaving school.....	8
School grade completed.....	9
School progress.....	10
Reasons for leaving school.....	12
Age at beginning work.....	15
Occupations.....	16
First positions.....	16
Last positions.....	18
Age at beginning work.....	19
Education.....	20
Wages.....	28
First positions.....	28
Last positions.....	29
Vacation-work experience.....	31
Age at beginning work.....	31
Education.....	32
Unemployment.....	35
Amount of unemployment.....	35
Age at beginning work.....	37
Education.....	37
Steadiness at work.....	39
Duration of first positions.....	39
Classification according to steadiness.....	39
Unemployment.....	42
Education.....	43
Paterson.....	46
The continuation-school enrollment.....	46
The working group.....	47
Termination of school life.....	49
Age at leaving school.....	49
School grade completed.....	50
School progress.....	51
Reasons for leaving school.....	52
Age at beginning work.....	53
Occupations.....	53
First positions.....	53
Last positions.....	54
Age at beginning work.....	55
Education.....	55
Wages.....	58
First positions.....	58
Last positions.....	59
Age at beginning work.....	60
Education.....	61
Unemployment.....	63
Amount of unemployment.....	63
Age at beginning work.....	65
Education.....	65
Steadiness at work.....	65
Duration of first positions.....	65
Classification according to steadiness.....	65
Unemployment.....	66
Education.....	67
Summary and conclusions.....	69
List of reading references on working children of continuation-school age.....	76
General tables (Series I-XVIII).....	77
Supplementary tables (Series A-F).....	92



LETTER OF TRANSMITTAL

UNITED STATES DEPARTMENT OF LABOR,
CHILDREN'S BUREAU,
Washington, September 2, 1930.

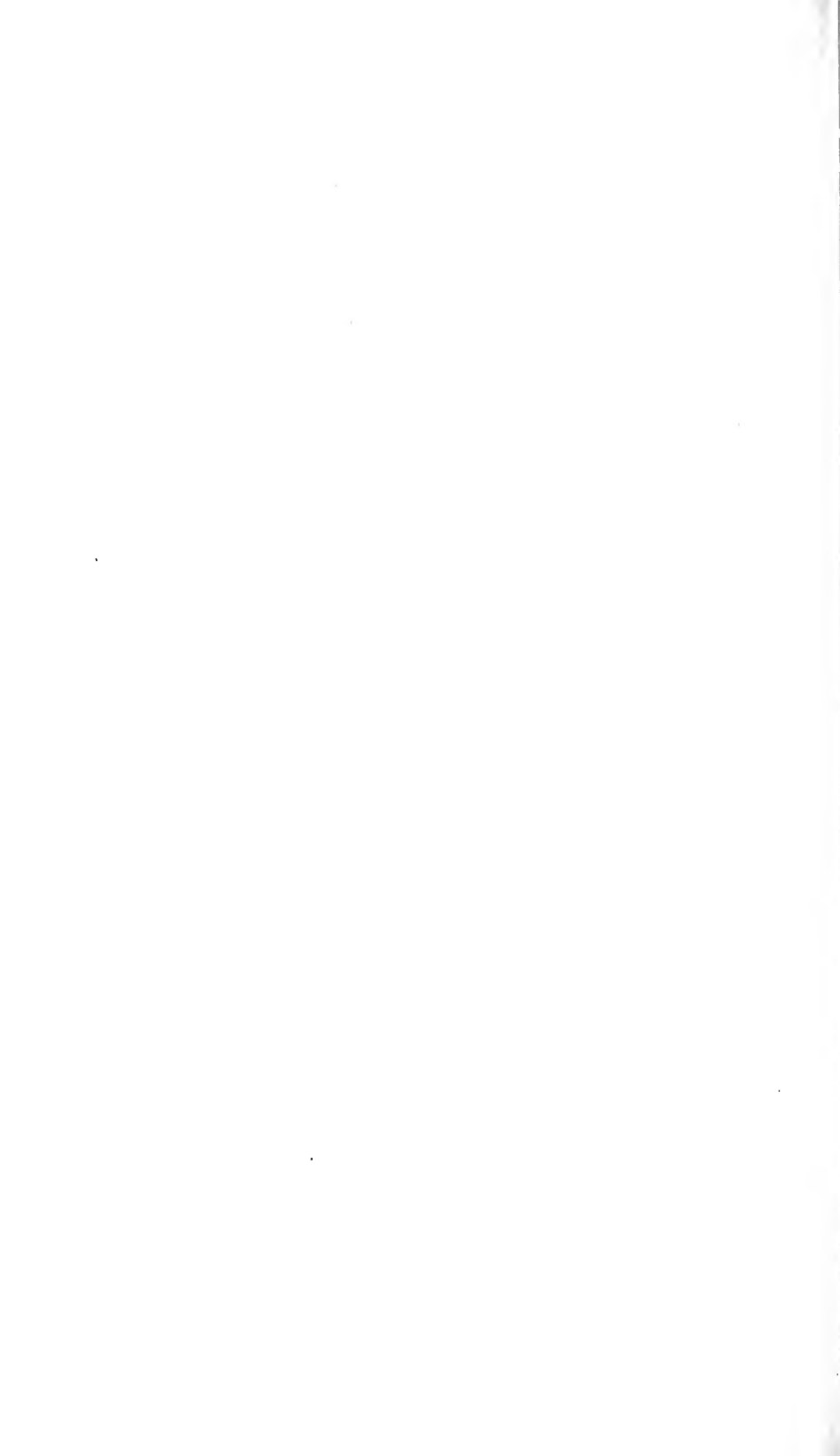
SIR: There is transmitted herewith a report on Child Labor in New Jersey, Part 3—The Working Children of Newark and Paterson. The investigation upon which this report was based was planned and carried out under the general supervision of Ellen Nathalie Matthews, director of the industrial division of the Children's Bureau, and was one of several studies relating to the employment of children in New Jersey made by the Children's Bureau. Mary Skinner was in charge of the field work, and the report was written by Nettie P. McGill.

Acknowledgment is made of the help given the bureau by the State department of labor and by public-school officials and social agencies in securing the material for this report.

Respectfully submitted.

GRACE ABBOTT, *Chief.*

Hon. JAMES J. DAVIS,
Secretary of Labor.



THE WORKING CHILDREN OF NEWARK AND PATERSON, N. J.

INTRODUCTION

The requirement that children under a specified age who have left regular school attend continuation school, now on the statute books of 27 States, has placed a new responsibility upon both schools and industry and thus increased the need for facts in regard to this group of young wage earners. At the same time, fortunately, it has made easier than before the collection of facts about young workers, since it is now possible in communities where continuation schools have been established to find in one place at least once a week, if the law is enforced, every child up to a certain age who has left school to go to work.

The study of working children in Newark and Paterson was one of a series of studies of child welfare including several relating to the employment of children, made in New Jersey by the Children's Bureau in 1925.¹ As the study could not cover the entire State, Newark and Paterson were selected as representative of communities in which a considerable number of the children would be likely to go to work at an early age. Child labor appeared to be an important problem, numerically, in both cities, for the United States census of 1920 had reported that in Newark 25 per cent and in Paterson 36 per cent of the population 14 and 15 years of age were at work. More than half the employed children under 16 in Paterson in 1920, including 68 per cent of the girls (who at that time were in the majority among the young workers in that city), were employed in the silk mills, but no one industry claimed a large proportion of the Newark children. Both Newark and Paterson are industrial communities. Newark is a city of unusually diversified industries, while Paterson is primarily a textile center, being the leading city in the United States in the manufacture of silk. In other respects, also, the two cities differ. Newark is larger, having in 1920 a population of 414,524, compared with Paterson's 135,875. In at least one respect they are similar. About three-fourths of the population in each place in 1920 was of foreign birth, or of foreign or mixed parentage, Italians predominating.²

The Children's Bureau study is based on the total enrollment (so far as it could be obtained) in the continuation schools of the two

¹ The following reports have been published: Child Welfare in New Jersey—Part 1, State Supervision and Personnel Administration; Part 2, State Provision for Dependent Children; Part 4, Local Provision for Dependent and Delinquent Children in Relation to the State's Program (Publications Nos. 174, 175, and 180, Washington, 1927). Child Labor in New Jersey—Part 1, Employment of School Children (Publication No. 192, Washington, 1929); Part 2, Children Engaged in Industrial Home Work (Publication No. 185, Washington, 1928).

² Fourteenth Census of the United States, 1920, vol. 3, Population, p. 646 (Washington, 1922); vol. 4, Occupations, pp. 648, 651 (Washington, 1923); vol. 9, Manufactures, p. 911 (Washington, 1923); vol. 10, Manufactures, p. 232 (Washington, 1923).

cities in a selected week in June, 1925. Since 1920 the New Jersey continuation school law has required that all children between 14 and 16 who have left regular school attend continuation school 6 hours a week if employed and 20 hours a week if temporarily unemployed.³ At the time of the study Newark had one continuation school for boys and one for girls, and Paterson had one for both sexes. In each city attendance was required one 6-hour day a week, so that in the course of a week the entire enrollment was required to be in attendance. Each continuation school was visited by a representative of the Children's Bureau each day during the week, and under the direction of his classroom teacher and the bureau representative every pupil present filled in a questionnaire. Later visits were paid to the schools to obtain questionnaires from any pupils who might have been absent at the first visit.

The purpose of the questionnaire was to ascertain the extent and character of the employment of children under 16 in the two cities and, so far as the nature of the inquiry permitted, their wages, the amount of their unemployment, and their steadiness at work. Such a study as this might be expected to answer other questions relating to the employment of children. How essential is the much-disputed economic factor in causing early school leaving? Does raising the age of school leaving result in any advantage to the child in the kind of work he can get, the wages he receives, the frequency and length of his periods of unemployment? Can the boy or girl who completes the elementary school get a better type of work, steadier work, and better wages than the one who has, for example, only a sixth-grade education, or are the eighth-grade graduates' two additional years of schooling largely wasted so far as his wage-earning ability is concerned, whatever they may be worth in other respects? Is success in school for children who leave before completion of a high-school course, for instance, any criterion of success in earning a livelihood? Does failure to make average progress in school mean an inferior job, inferior wages, and more unemployment during the first years of working life, or does the boy or girl who can not get along in school make good when measured by other than school standards? Because of the limitations of a study made solely by means of a questionnaire and confined to children under 16 years of age (very few of whom had worked for as long as two years and half of whom were in their first positions), the results of the present study must be used with great caution in attempting to answer such questions, but it is believed that this study offers evidence on several important points, and when corroborated by the findings in other studies of young employed children this evidence may be used as a basis for tentative conclusions.

The most intensive study in this field is the one made in Cincinnati by Dr. Helen Thompson Woolley and published in 1926 under the title, "An Experimental Study of Children."⁴ It covers 753 working children and 760 school children⁵ and is based on a series of mental and physical examinations over a period of four years, when the children were between the ages of 14 and 18, and on the industrial histories of the working group (based largely on the children's own

³ N. J., Laws of 1919, ch. 35. (In effect July 1, 1920.)

⁴ Woolley, Helen Thompson, Ph. D.: *An Experimental Study of Children at Work and in School between the Ages of 14 and 18 Years*. MacMillan Co., New York, 1926. 762 pp.

⁵ Because of rapid elimination from school 211 school children were added to the original 760 before the end of the study.

statements) and home visits. Shortly before this, a study⁶ was published which was based on a series of intelligence tests given all pupils in the continuation schools of five Massachusetts cities and towns, supplemented by personal interviews with each pupil and by teachers' reports, attendance officers' records, and selected home visits. In 1918 a survey of the 245,000 employed boys between 16 and 18 years of age in the State of New York was made for the New York State Military Training Commission, probably the only study of working children on so large a scale.⁷ The method used was the questionnaire, the oral statements of the boys being recorded by the teachers.

Two reports relating to children at work on employment certificates have been published by the Children's Bureau. One, *The Working Children of Boston*,⁸ drew from four sources of information, employment-certificate records, continuation-school records, personal interviews with 823 continuation-school pupils, and questionnaires sent to the interviewed children four years after the children had become 14; the other, *Industrial Instability of Child Workers*,⁹ was a study of 7,147 employment-certificate records of children between 14 and 16 years of age going to work in the State of Connecticut. The Children's Bureau has also made studies of continuation-school children in Milwaukee and in Rochester, the results of which have not yet been published. A number of other surveys of groups of young workers of approximately continuation-school age have been made also by other agencies.¹⁰

Comparisons of the findings in these studies and in the present study have been made in this report wherever they are comparable and the comparison seems to have significance. In addition to the studies of continuation-school children and other groups of young workers just described, a study of particular interest in connection with the present one was made in New Jersey by the New Jersey Council of Education, representing the State department of public instruction. It was a questionnaire study covering all continuation-school pupils, a total of more than 8,000, in the State on approximately one date in the spring of 1922. The report was prepared for the use of State school officials, but the Children's Bureau was furnished with a copy and also with data for additional tabulations covering a number of facts relating to the continuation-school children of New Jersey which are of general interest. (These tabulations will be found on pages 92-94 of this report.) Comparisons are made also wherever possible between the findings in this study and the present study of the Children's Bureau.

⁶ Hopkins, L. Thomas, Ed. D.: *The Intelligence of Continuation-School Children in Massachusetts*. Harvard University Press, Cambridge, 1924. 132 pp.

⁷ Burdge, Howard G.: *Our Boys; a study of the 245,000 sixteen, seventeen, and eighteen year old employed boys of the State of New York*. State of New York, Military Training Commission, Bureau of Vocational Training, Albany, 1921. 345 pp.

⁸ *The Working Children of Boston; a study of child labor under a modern system of legal regulation*. by Helen Sumner Woodbury, Ph. D. U. S. Children's Bureau Publication No. 89. Washington, 1922. 374 pp.

⁹ *Industrial Instability of Child Workers; a study of employment-certificate records in Connecticut*. by Robert Morse Woodbury, Ph. D. U. S. Children's Bureau Publication No. 74. Washington, 1920. 86 pp.

¹⁰ For a list of these surveys see p. 76.

NEWARK

THE CONTINUATION-SCHOOL ENROLLMENT

The main facts in regard to the children attending the Newark continuation schools at the time of the Children's Bureau inquiry may be summarized briefly. The questionnaires were filled in by 1,666 children—913 girls and 753 boys—the pupils present during the week in which the questionnaires were answered. The enrollment in the girls' continuation school on a specific date in 1925, the year of the Children's Bureau study, was about 1,300 and in the boys' school about 1,400.¹

Not quite three-fourths of the pupils answering the questionnaire were 15 years of age, and the greater number of these were between 15½ and 16; the remaining children were 14. One hundred and sixty-eight children (73 boys and 95 girls), or 10 per cent of the total, were foreign born, and 72 per cent of the boys and 80 per cent of the girls had foreign-born fathers, more than half of whom were Italian. Twelve per cent, the next largest group of children with foreign-born fathers, were Polish, and there was a sprinkling of various other nationalities. (See Table I, p. 77.)

In most of these particulars the Newark children resembled working children throughout New Jersey. (See Tables A and B, p. 92. According to the figures collected in 1922 by the New Jersey Council of Education the predominance of girls was characteristic; 60 per cent of the continuation-school pupils in the State were girls, and girls predominated in each of the 13 communities for which information was tabulated, except Paterson. In the continuation schools in the State, 15-year-old children were in the majority, comprising 68 per cent of the total. The problem of the foreign-born child, and more particularly the child of foreign parentage, is common to most New Jersey communities; in 1922 the council of education found that 11 per cent of the continuation-school pupils of the State were of foreign birth and that 79 per cent had at least one foreign-born parent. The proportion of foreign-born children or children of foreign parentage among the working children in any community depends, of course, on the composition of the total population. It is worth noting, however, that 76 per cent of the Newark continuation-school pupils had foreign-born fathers, though only 60 per cent of the population 10 to 14, and only 50 per cent of the population 15 to 19 years of age (the age groups appearing in the census that most nearly correspond to the ages of the continuation-school children) was of foreign or of mixed parentage.²

¹ These figures were furnished the Children's Bureau by the directors of the girls' continuation school and of the boys' continuation school, respectively. About 50 girls and 65 boys who are subject to the provisions of the New Jersey continuation school law work outside of Newark, and so are not required to attend the Newark continuation schools.

² Fourteenth Census of the United States, 1920, vol. 2, Population, p. 333. Washington, 1922.

The following list shows the number of children whose fathers were in each occupational group, were retired or out of work, or were dead or separated from the family:

Total children.....	1, 666
Occupation of father reported:	
Laborers.....	307
Contractors and foremen in building, skilled mechanics, and machinists.....	282
Semiskilled factory operatives.....	224
Retail dealers.....	76
Tailors, cobblers, and bakers.....	70
Domestic and personal service (other than laborers)....	55
Drivers, chauffeurs, and deliverymen.....	53
Clerical workers, agents, commercial travelers, and salesmen.....	41
Public service (other than laborers).....	36
Hucksters and peddlers.....	29
Other.....	104
Occupation of father not reported.....	123
No occupation.....	53
No father.....	213

THE WORKING GROUP

A few of the continuation-school children had never been employed since leaving regular school. Sixty-eight girls (8 per cent), of whom 42 were from Italian families and 7 of foreign birth, reported that they did housework at home. When the questionnaires were filled out in the spring, most of these girls had been out of regular school at least three months and some for a year or longer. Three boys also—two who had been out of school about a month and one the entire school year—had never had positions. All 3 of the boys and a much larger proportion of the 68 girls than of all the continuation-school girls had been backward in school.

The working group consisted of 1,595 children, of whom 13 did not report whether or not they were employed at the time of the inquiry. One thousand three hundred and sixty-two reported that they held positions. But 220 (9 per cent of the working boys and 18 per cent of the working girls) were temporarily unemployed. There is no reason to believe that the proportion of unemployed workers, large as it is, was any larger than would be found at any time. The median length of time since their last positions was less than one month for the unemployed boys, but for the girls it was between two and three months. Two per cent of all the working boys and 6 per cent of all the working girls had not been at work for three months or longer, while 1 per cent of the boys and 3 per cent of the girls had had no work for at least six months.

The age and sex of the working children are shown in Table 1. Although many more girls than boys had never been employed, girls are in the majority in the working group as well as in the continuation-school enrollment, though girls of these ages are no more numerous than boys.

Only four children had been at work as much as two years; that is, two years or more had elapsed since the beginning of their first employment. A girl who had left school at the age of 13 had been employed two years and three months, the maximum time that any child had been at work. The median length of work history, or

length of time between first going to work and filling in the questionnaires, was 4 months for 14-year-old boys and 5 months for 14-year-old girls; for 15-year-old boys it was 10 months and for 15-year-old girls 11 months. On the whole the girls had been working a little longer than the boys. None of the 14-year-old boys had worked as long as a year, but 2 per cent (only five) of the 14-year-old girls, 33 per cent of the 15-year-old boys, and 41 per cent of the 15-year-old girls had worked at least one year. (Table 1.)

TABLE 1.—*Length of work history and age at date of inquiry for employed boys and girls attending continuation school; Newark, N. J.*

Length of work history	Employed boys and girls attending continuation school					
	Boys			Girls		
	Total	Age at date of inquiry		Total	Age at date of inquiry	
		14 years	15 years		14 years	15 years
Total.....	750	188	562	1 845	272	572
Less than 1 month.....	43	20	23	24	17	7
1 month, less than 2.....	54	22	32	36	23	13
2 months, less than 3.....	52	29	23	56	35	21
3 months, less than 6.....	128	58	70	147	78	69
6 months, less than 9.....	130	35	95	147	62	85
9 months, less than 12.....	157	24	133	1 190	49	140
12 months, less than 18.....	115	-----	115	158	5	153
18 months, less than 24.....	69	-----	69	82	-----	82
24 months and more.....	2	-----	2	2	-----	2
Not reported.....	-----	-----	-----	3	3	-----

¹ Includes 1 girl for whom age was not reported.

About half the employed children had the same positions when the inquiry was made as they had when they started to work. The others had had two to seven positions during their working lives, short as these had been; 8 per cent of the boys and 5 per cent of the girls had made at least three changes since their first employment. (Table 2.) Although the number of positions held, without reference to the length of time at work or the length of time unemployed between positions, does not prove steadiness or lack of it, it indicates that some of the children had had a variety of work experience. The figures may be compared with those collected in 1922 by the New Jersey Council of Education. (See Table F, p. 94.) Of the continuation-school pupils in the State 50 per cent had held but one position, 29 per cent had had two, 14 per cent three, and 7 per cent four or more. The corresponding figures obtained by the council for Newark were as follows:

Number of positions	Boys	Girls
	<i>Per cent</i>	<i>Per cent</i>
1.....	50	46
2.....	25	32
3.....	14	14
4 or more.....	11	8

A comparison of these proportions with Table 2 shows considerable similarity between the findings on this point in the two inquiries.

(For the occupations and wages of working children at the date of the inquiry, see pp. 16, 28, and Tables III, IV, VI, VII, pp. 78, 79, 80, 81.)

TABLE 2.—*Number of regular positions held and age at date of inquiry for employed boys and girls attending continuation school; Newark, N. J.*

Number of regular positions held	Employed boys and girls attending continuation school											
	Boys						Girls					
	Total		Age at date of inquiry				Total		Age at date of inquiry			
	Number	Per cent distribution	14 years		15 years		Number	Per cent distribution	14 years		15 years	
			Number	Per cent distribution	Number	Per cent distribution			Number	Per cent distribution	Number	Per cent distribution
Total-----	750	100	188	100	562	100	845	100	272	100	572	100
1-----	391	52	118	63	273	49	468	55	166	61	302	53
2-----	195	26	47	25	148	26	231	27	77	28	154	27
3-----	101	13	16	9	85	15	106	13	24	9	81	14
4-----	43	6	6	3	37	7	31	4	5	2	26	5
5-----	10	1	1	1	9	2	8	1	—	—	8	1
6-----	8	1	—	—	8	1	1	(?)	—	—	1	(?)
7-----	2	(?)	—	—	2	(?)	—	—	—	—	—	—

¹ Includes 1 girl for whom age was not reported.

² Less than 1 per cent.

TERMINATION OF SCHOOL LIFE

WORK EXPERIENCE BEFORE LEAVING SCHOOL

Many of the boys and a few of the girls, in spite of the fact that they had left school soon after reaching their fourteenth birthday, had had some full-time work experience before leaving school. Children who reported work during school vacations included 171 boys and 15 girls—23 per cent of the boys and 2 per cent of the girls attending continuation school. If children who may have earned money in part-time jobs mornings or afternoons or on Saturdays while attending regular school had been included, the proportion with at least some work experience before full-time employment might have been much larger. A study of the employment of school children in Newark³ made by the Children's Bureau in the same year as the present study indicated that large numbers of children engage in some sort of gainful employment while attending school. In its survey of Boston continuation-school children in 1915 the Children's Bureau found that 59 per cent of the boys and 13 per cent of the girls had been employed before leaving school.⁴ On the other hand, in the study of employed boys in New York State referred to on page 3, only 18 per cent of the New York City boys, though 40 per cent of the boys in smaller communities, were found to have earned money during their school years;⁵

³ Child Labor in New Jersey—Part 1, Employment of School Children. U. S. Children's Bureau Publication No. 192. Washington, 1929.

⁴ The Working Children of Boston, p. 149.

⁵ Our Boys, p. 176.

many of these boys had not left school until the age of 16 or later. The vacation work of the Newark children was, as a rule, similar to the work open to the children during their first years out of school.

AGE AT LEAVING SCHOOL

Although 15-year-old girls and boys far outnumbered the younger continuation-school pupils when the inquiry was made, comparatively few children in the continuation school had stayed in regular school up to the age of 15. The majority had left within six months after reaching their fourteenth birthday, or about as soon as the law allowed. (Table 3.) To those who had left school as soon as possible may be added the 53 boys and 95 girls who had left before the age of 14, in some cases no doubt because their birthdays fell in the summer and they did not return to school in the fall, having become 14. But at least 35 of the children under 14 appear to have left illegally before the end of the school year.

The proportion who had left school before they were 15 years of age was about the same for boys and for girls of native parentage and for boys of foreign parentage; that is, 83 per cent, 83 per cent, and 79 per cent, respectively. But 90 per cent of the girls whose fathers were foreign born had left when 14 or earlier. Only 39 per cent of the boys of native parentage, compared with 51 per cent of the girls, had discontinued school immediately after they had reached the age of 14—that is, between 14 and 14½ years—and somewhat the same difference is seen between boys and girls of foreign parentage, among whom these proportions were 50 per cent and 59 per cent, respectively.

Throughout New Jersey there is a tendency for girls who go to work on employment certificates to leave school earlier than boys. According to the figures of the council of education 82 per cent of the boys but 90 per cent of the continuation-school girls in the State in 1922 had discontinued their schooling before reaching the age of 15, including 5 per cent of the boys and 9 per cent of the girls who had left before they were 14 years of age. The council's figures for Newark in 1922 were identical on this point with the figures obtained in the Children's Bureau inquiry in 1925. The same tendency on the part of girls is shown in Paterson (see p. 50) and was found also in the Children's Bureau survey of continuation-school children in Boston.⁶

The elimination of continuation-school girls from regular day school earlier than boys when the contrary might be expected, owing to the fact that boys are popularly believed to be less interested in school and more self-assertive while at the same time they are supposed to be more desirous of the independence that wage-earning gives, has several possible explanations. One of these is the prevalence in the group of girls from foreign, more particularly Italian families, in which it is the custom for girls to marry young and among whose members there is little tradition in favor of educating girls. Another is that the girls on the whole are possibly a little more likely than the boys to be at the normal grade for their ages and so are more likely to complete the eighth grade by the time they are 14, "graduation" putting an end to their school days. (See p. 14.) Another is that the younger boy is not desired by employers so extensively as the 15-year-old worker, whereas girls of 14 may be useful at home, even if they can not get paid positions. In this connection it may be

⁶ The Working Children of Boston, p. 105.

observed that attending high school appeared in Newark to be somewhat more common for boys than for girls, judging from the rather inadequate information available on the subject; about one-fifth of the Newark girls as compared with about one-fourth of the Newark boys of senior high school age were enrolled in senior high schools of the public-school system in 1925, the year of the present study.⁷

SCHOOL GRADE COMPLETED

Although completion of the fifth grade was at the time of the survey⁸ the educational requirement for an employment certificate in New Jersey, the great majority of the continuation-school pupils had attended school beyond the fifth grade. However, as Table 3 shows, 351 children (22 per cent) had only the minimum schooling required under the law, and 9 reported that they had not been promoted from the fifth grade, the last that they had attended, while the largest number of children, 526, had completed only the sixth grade. Thirty-two per cent of the boys and 25 per cent of the girls reporting their last school grade had completed the eighth or a higher grade. These included 33 boys and 35 girls who had one or more years of high-school work to their credit, and 14 boys and 1 girl with some vocational-school training. The proportion completing the eighth grade varied greatly for children of different nationality groups, those of Lithuanian, Austrian, or German parentage having the largest.

TABLE 3.—*Last grade completed and age at date of leaving regular school for boys and girls attending continuation school; Newark, N. J.*

Last grade completed in regular school	Boys and girls attending continuation school						
	Total	Age at date of leaving regular school					
		Under 14 years	14 years, under 14½	14½ years, under 15	15 years, under 15½	15½ years, under 16	Not reported
Boys.....	753	53	349	199	114	37	1
Fourth.....	2		2				
Fifth.....	156	10	70	38	31	7	
Sixth.....	232	14	114	67	27	9	1
Seventh.....	112	10	54	26	19	3	
Eighth.....	197	17	87	55	25	13	
Ninth and tenth.....	33	1	17	8	6	1	
Ungraded and Binet ^a	3		2		1		
Vocational.....	14	1	2	2	5	4	
Not reported.....	4		1	3			
Girls.....	913	95	518	195	84	16	5
Fourth.....	7	1	4	1	1		
Fifth.....	195	12	112	48	17	4	2
Sixth.....	294	17	195	57	21	3	1
Seventh.....	164	19	90	33	17	4	1
Eighth.....	180	34	84	43	14	4	1
Ninth and tenth.....	35	6	13	6	9	1	
Ungraded and Binet ^a	4		3	1			
Vocational.....	1	1					
Not reported.....	33	5	17	6	5		

* For especially disciplined and subnormal children.

⁷ These proportions are compiled from the population of each sex 15 to 19 years of age, as shown by the Federal census of 1920 (Fourteenth Census of the United States, 1920, vol. 2, Population, p. 333) and the enrollment in Newark senior high schools in 1925 as reported to the Children's Bureau by the office of superintendent of schools in Newark.

⁸ An amendment to the New Jersey child labor law, effective Sept. 1, 1929, requires completion of the sixth grade, or completion of the fifth and attendance for one year at a vocational school. (Laws of 1928, ch. 276.)

With respect to the amount of schooling acquired by the working children of New Jersey the figures obtained by the New Jersey Council of Education and those obtained in this study differ. (See Table D, p. 93). The council found, for example, that 40 per cent of the Newark continuation-school pupils in 1922 had completed the eighth or a higher grade, including 10 per cent who had completed at least one year of high school, the corresponding percentages in the Children's Bureau inquiry in 1925 being 28 and 4. It is hardly probable that so great a change in high-school attendance among continuation-school pupils, especially a change for the worse, would have taken place in three years. The council's figures, like those of the Children's Bureau, were obtained through questionnaires. Possibly the explanation for the difference lies in the interpretation of the word completed. In the Children's Bureau figures, completion of a particular grade means not merely having spent the standard time in the grade but having been promoted from that grade to the next; thus, the pupils were asked not what grade they had completed, but "What grade were you in when you left school?" and "Had you been promoted to the next grade before leaving school?"

How far these New Jersey children are typical (in the amount of schooling they had had) of children between the ages of 14 and 16 leaving school for work throughout the country may be seen by a comparison of their educational equipment with that of 14 and 15 year old children receiving employment certificates in 1928 as reported to the Children's Bureau by employment-certificate offices in most of the important child-employing cities and many others of less importance.⁹ More than one-half the Newark children in the present study had completed only the sixth or a lower grade, whereas only one-fourth of the children receiving employment certificates in cities reporting to the Children's Bureau had had so little schooling. In Newark only 28 per cent, compared with 59 per cent in the cities reporting to the bureau, had completed at least the eighth grade, though the latter percentage included some children who were receiving certificates for vacation employment.¹⁰ The New Jersey child labor law had a very low educational requirement—only completion of the fifth grade (see footnote 8, p. 9)—for employment certificates, while 15 States require completion of the eighth grade, though some of them make exceptions for certain types of children. The reports made to the Children's Bureau show that generally the proportion of certificated children completing the elementary-school course is low in States without an eighth-grade requirement, though in only 2 of 39 places in such States reporting in 1928 was it so low as in Newark.¹¹

SCHOOL PROGRESS

According to the commonly accepted standard, children of 14 should have completed the eighth grade. This means that a child beginning school at 6 years of age must have completed one grade each year. The United States Office of Education in measuring retardation ¹²

⁹ The 14 and 15 year old children reported on by these offices include, it is estimated, more than half the children of those ages going to work in the United States in occupations for which employment certificates are usually required. See *Seventeenth Annual Report of the Chief of the Children's Bureau*, p. 12 (Washington, 1929).

¹⁰ *Seventeenth Annual Report of the Chief of the Children's Bureau*, pp. 16-17.

¹¹ *Ibid.*, p. 18.

¹² For convenience the word "retarded" is used in this bulletin for "overage for grade," although all children who are overage for their grades are not necessarily retarded; some may have completed a grade each year after beginning school but not have begun until after the standard age.

for grade adopts a somewhat more conservative standard, whereby children who have dropped behind one year are not considered overage for their grades, or retarded, so that a child who had completed the seventh or a higher grade when 14 and the eighth or a higher grade when 15 would not be retarded. Measured even by this standard 46 per cent of the boys and 45 per cent of the girls in the continuation school in Newark for whom the relation between age and grade could be computed¹³ had been below standard grades when they left school. (Table 4.) Sixteen per cent of the boys and 17 per cent of the girls were retarded two years or more; that is, at best they had completed only the fifth grade if they were 14 or the sixth if they were 15. Boys with native-born fathers were the least retarded, and boys with foreign-born fathers were the most retarded group. Among the girls there was no difference between these two groups. (See Table II, p. 77.)

TABLE 4.—*Progress in regular school and age at date of leaving regular school for boys and girls attending continuation school; Newark, N. J.*

Age at date of leaving regular school	Boys and girls attending continuation school										
	Total	Progress in regular school									Not re-reported
		Total re-reported	Retarded				Normal		Advanced		
			Total		1 year	2 years and more	Number	Per cent ¹	Number	Per cent ¹	
			Number	Per cent ¹							
Boys.....	753	541	250	46	162	88	245	45	46	9	212
Under 14 years.....	53	48	16		11	5	27		5		5
14 years, less than 14½.....	349	249	95	38	81	14	122	49	32	13	100
14½ years, less than 15.....	199	152	85	56	49	36	62	41	5	3	47
15 years, less than 15½.....	114	81	49	60	20	29	28	35	4	5	33
15½ years, less than 16.....	37	11	5		1	4	6				26
Not reported.....	1										1
Girls.....	913	698	312	45	194	118	334	48	52	7	215
Under 14 years.....	95	76	21	28	14	7	42	55	13	17	19
14 years, less than 14½.....	518	402	155	39	116	39	216	54	31	8	116
14½ years, less than 15.....	195	150	93	62	51	42	54	36	3	2	45
15 years, less than 15½.....	84	62	37	60	11	26	20	32	5	8	22
15½ years, less than 16.....	16	8	6		2	4	2				8
Not reported.....	5										5

¹ Not shown where number of children is less than 50.

A larger proportion of the continuation-school children in Newark, especially girls, were retarded than regular-school children of 14 and 15 years of age. The facts as to age and grade of boys and girls in Newark who remained in regular school are not available, but the United States Office of Education has assembled these facts for several million children attending city schools showing the amount of retardation among both sexes of different ages. According to its report, 40 per cent of the 14 and 15 year old boys and 32 per cent

¹³ Whether or not they were overage for their grades could not be computed for a large number of the children (see "not reported" in Table 4), because they had completed only part of a grade when they left school and it was not ascertained when they had entered the grade, the date and age of child at entrance to a grade being necessary to compute retardation.

of the 14 and 15 year old girls—both smaller proportions than were found among the continuation-school children in Newark—are overage for the grades they are in.¹⁴ It is interesting to find that the proportion of the Newark continuation-school boys who were advanced beyond standard grades for their ages (9 per cent) is as large as that for boys who continue in school (8 per cent), though it is smaller for girls, 7 per cent compared with 11 per cent.¹⁵ The children of foreign parentage in the Newark continuation schools, both boys and girls, contained larger proportions who had been advanced in school than did the children of native-born fathers. In the studies of Cincinnati and Massachusetts working children mental tests showed that a small group of superior children were eliminated at an early age, although the children who left school early on the whole were of lower mental ability than the children who remained. These superior children who left school for work in Cincinnati were often found, as in Newark, to be foreign-born children or children of foreign parentage; they are only following family custom in going to work as soon as they reach the legal age for leaving school. In the study of the intelligence of continuation-school children in Massachusetts it was concluded that the school was failing to provide sufficiently interesting work for many of the brightest children, some of whom became disciplinary cases before leaving.¹⁶

REASONS FOR LEAVING SCHOOL

The children included in this study were not asked their reasons for leaving school or for going to work. The conclusion reached in the study of the intelligence of continuation-school children in Massachusetts, after the reasons given by the children as to why they left school had been checked in every way possible, was that "information received from children as to why they leave school to go to work is unreliable, and can not be accepted without careful checking,"¹⁷ a conclusion that the experience of many other investigators justifies. The results of the study of 16, 17, and 18 year old boys in New York State shows clearly "that the reasons given by boys for leaving school are not 'real' reasons, but 'good' reasons";¹⁸ that is, reasons that appear to the boy to be respectable, or socially and morally acceptable.

It is inadvisable to assume an economic motive for leaving school for work on the part of children who are fatherless, either through the death of the father or his continued absence from home for other causes. However, the proportion who were fatherless is the only information other than the fathers' occupations obtained in this study bearing even indirectly on the economic situation of the families. Thirteen per cent of the children in the Newark continuation school were fatherless, probably no larger a proportion than for any group of children of these ages, and possibly smaller. For example, in a survey of a group of New York City public-school children representing three schools of various social levels (one of the few available sources of information on the marital status of the

¹⁴ Calculated from "An Age-Grade Study in 900 City School Systems," Table 6, p. 8 (U. S. Bureau of Education Statistical Circular No. 8, Washington, May, 1927).

¹⁵ *Ibid.*

¹⁶ *An Experimental Study of Children*, pp. 725, 726, and *The Intelligence of Continuation-School Children in Massachusetts*, p. 119.

¹⁷ *Intelligence of Continuation-School Children in Massachusetts*, p. 107.

¹⁸ *Our Boys*, p. 115.

parents of school children) it was found that the fathers of 14 per cent were dead or separated or divorced from the mothers, and had this survey been confined to 14 and 15 year old school children, as in the present study, the proportion without fathers would have been larger, for relatively more of the fathers of this age group than of younger children would have died.¹⁹

On the whole, more of the boys than of the girls had lost their fathers, 15 per cent of the boys and 11 per cent of the girls reporting that they came from fatherless homes. Of the children whose fathers had been born in the United States, 16 per cent of the boys and 13 per cent of the girls were without fathers; among the children with fathers born in Italy, these proportions were 11 per cent and 6 per cent; and among those whose fathers had been born in Germany or in Austria, 14 per cent and 28 per cent. So far as the absence from home of the father furnished a motive for withdrawing from regular school, it was least frequently operative among Italian girls and most frequently operative among German and Austrian girls. It might be expected that it would be most frequently operative among children of native parentage, especially among girls whose fathers were American born, but it should be borne in mind that the continuation-school children with native fathers are not representative of the children in native families as a whole, because comparatively few such children, in contrast to children of foreign parentage, leave school when they are between 14 and 16 years of age.

It is of interest at this point to note one or two other facts bearing on economic conditions in the homes. First, 24 per cent of the girls, but only 14 per cent of the boys, had fathers who were engaged in unskilled labor, an occupational group which may be taken roughly to represent the lowest economic element in a community. Second, almost three times as many girls as boys, in proportion to their numbers (5 per cent compared with 2 per cent) had fathers who were without work. Thus 39 per cent of all the girls, compared with 31 per cent of the boys, came from fatherless families, the families of laborers, or families in which the father was unemployed or retired.

Judging from these facts, financial insecurity as a possible reason for leaving school was a little more influential among girls than among boys. The weight of evidence in other studies seems to be against a too ready acceptance of the economic motive for going to work as of prime importance but to show that it is of greater importance for girls than boys. Six per cent of the cases studied in the Massachusetts continuation schools (including 10 per cent of the girls) gave economic reasons for leaving school, but on investigation it was reported that in every instance except one the children might have remained in school if they had desired.²⁰ In Cincinnati, where the investigators made a careful study of home conditions, the economic status of the family as a factor in eliminating children from school was ranked last in the list of causes.²¹ In studies in which the information is based on the children's statements, the economic motive appears of greater importance. In a survey of 500 continuation-school pupils in Pittsburgh, although 54 per cent of the

¹⁹ Slawson, John: *Marital Relations of Parents and Juvenile Delinquency*, p. 279. Reprinted from the *Journal of Delinquency*, vol. 8, nos. 5-6 (September-November, 1923).

²⁰ The Intelligence of Continuation-School Children in Massachusetts, p. 96. (The numbers in this study were very small.)

²¹ *An Experimental Study of Children*, p. 726.

boys and 68 per cent of the girls themselves reported on being interviewed that they had left regular school for economic reasons, the large proportions were ascribed to industrial conditions in the city at the time of the study.²² In the Children's Bureau study of Boston children, 28 per cent of the boys and 40 per cent of the girls said that their reason for going to work was the need of their earnings at home.²³ It is at least permissible to wonder if the tendency among children themselves to claim poverty as the reason for leaving school may not be a reflection of the child's own discomfort in remaining in school when the family is poor, even if it is not so poor that staying in school is an impossibility. No doubt many such children feel keenly their lack of spending money, their inability to dress as well as their school-mates, and in general "to do as the others do."

The other set of causes to which early school leaving generally is ascribed—that is, those having to do with school itself, more especially those based on the pupils' inability to do the required school work—also appear to be more operative among the girls than among the boys. Among the children who had left school as soon as the law permitted—that is, soon after reaching the age of 14, or between 14 and 14½—38 per cent of the girls as well as of the boys had been retarded, though boys almost invariably are more retarded than girls of the same age; furthermore, only 6 per cent of this group of boys, compared with 10 per cent of the girls, had been two years or more retarded. The children who remained in school past the age of 14½ were even more retarded, and girls slightly more than boys—the proportions were 56 per cent of the boys and 62 per cent of the girls between 14½ and 15, and 59 per cent of the 15-year-old boys and 61 per cent of the 15-year-old girls. (Table 4.) The measurements of the intelligence of continuation-school children in Massachusetts showed that although the median mental age of both sexes was two years and six months below pupils of the same age groups who remained in school, the boys were considerably brighter than the girls; 14-year-old boys on an average were superior to 14-year-old girls in mental age by seven months, and 15-year-old boys on an average were superior to 15-year-old girls by nine months.²⁴ The only group among the Newark continuation-school children showing a smaller percentage of retarded girls than boys was that which had left school before reaching the age of 14; a much larger proportion of these than of any other age group had completed the eighth grade, especially among the girls, and "graduation" no doubt was the cause of leaving in many of these cases.

In view of the large number of children who were below standard grades in school, the conclusion that retardation was an important cause of their elimination from school before the age of 16 seems warranted. However, many of the retarded children remained in school after they were legally eligible for work permits. Only 53 of the 139 retarded boys not leaving until they were at least 14½ years old and reporting as to retardation, and 57 of the 136 girls, were legally obliged to remain in school because they had not completed the fifth grade.

The part played by the attitude of parents and the atmosphere of the home in keeping children in school, even when they are retarded

²² A Study of 500 Employed Pupils, pp. 4-5.

²³ The Working Children of Boston, p. 100.

²⁴ The Intelligence of Continuation-School Children in Massachusetts, pp. 92, 94.

or the home is not a prosperous one, should not be forgotten. This study did not include a survey of home conditions, so that the value of these factors in determining the length of the Newark working children's school life can not be estimated. Two other studies, Doctor Woolley's survey of working children in Cincinnati, which has been frequently cited in this report, and a more recent study, made in Oakland, of pupils who leave school before completion of the high school,²⁵ emphasize their great importance. The findings in the Cincinnati survey pointed to the conclusion that parental attitude and the whole atmosphere of the home were second in importance only to the child's intelligence in keeping the child in school,²⁶ while the Oakland investigator concludes as follows:

Good and bad homes, so far as they can be measured, are quite definitely associated with retention in school and elimination from school, respectively. Both the physical environment and the social influence of the home point to this relationship.

Home influence is a factor which is almost independent of the other factors of intelligence, nationality, nativity, or parental education in determining the length of the period of schooling.

There are many cases of children living in homes ranked high who remained in school in spite of mental or economic handicaps, and some cases of children living in homes ranked low, but with high test scores who remained in school and succeeded in their work; but there are few cases of children who have been able to persist in school when handicapped with a combination of unfavorable home atmosphere and either low intelligence or little formal education on the part of their parents.²⁷

AGE AT BEGINNING WORK

Compared with children of 14 and 15 going to work on employment certificates in many other cities, the Newark continuation-school children were unusually young when they first began regular work. Four-fifths of those who had been employed (83 per cent of the girls and 76 per cent of the boys) had begun working before the age of 15. (Table 5.) In the States and cities reporting to the Children's Bureau the number of regular employment certificates issued to 14 and 15 year old children, as explained on page 10, only 36 per cent of the certificates issued in 1928 were to 14-year-old children, and some of these were issued only for vacation work.²⁸

The largest number of the Newark children had begun to work when between 14 and 14½ years of age—that is, as soon as the law permitted them to do so—and 24 boys and 24 girls, of the 148 who had left school before they were 14 years old, had been under 14 when first going to work. Almost all of these had been 13½, but several had been 12½ or 13. These younger boys had gone into stores and in several cases into factories, several were errand or messenger boys, several delivery boys or hucksters, one was a clerk in an insurance office, another a wrapper in a printing establishment, another a mason's helper, another a helper in a greenhouse. More than half the girls who had been under 14 when they first went to work had gone into factories of various kinds—cigar, furniture, box, clothing, fur,

²⁵ In the Oakland study the children's homes were visited and evaluated according to the Whittier Scale for Grading Homes and in the Cincinnati study according to a weighted scale devised by Doctor Woolley.

²⁶ *An Experimental Study of Children*, pp. 725, 726.

²⁷ *Pupils Who Leave School*, by Emily G. Palmer, Division of Vocational Education of the University of California and of the State Department of Education, p. 89. *Part-time Education Series No. 17*, Division Bulletin No. 24, Berkeley, Calif., January, 1930. 142 pp.

²⁸ *Seventeenth Annual Report of the Chief of the Children's Bureau*, p. 16.

cutlery, novelties, leather, toy, aluminum ware, radio—but several had begun their industrial life in stores, one had started as a clerk in a real-estate office, another as a beauty-parlor assistant, one had begun with housework, one in a laundry, and one as a helper in an X-ray laboratory.

OCCUPATIONS

FIRST POSITIONS

The initial occupations of the Newark continuation-school boys and girls were similar to the usual first jobs of children under 16, largely running errands, doing simple clerical work, or acting as more or less unskilled helpers. It would be of value to know more exactly the nature of the work in which the children were employed, but the nature of the inquiry makes it impossible to do much more than classify it in a general way. More children, both boys and girls, went into semiskilled factory jobs than into any other single occupation—273 (36 per cent) of the boys and 589 (70 per cent) of the girls. (See Table 5 and Table III, p. 78.)

TABLE 5.—*Occupation and industry of first regular position and age at date of beginning regular work for employed boys and girls attending continuation school; Newark, N. J.*

Occupation and industry of first regular position	Employed boys and girls attending continuation school							
	Boys				Girls			
	Total	Age at date of beginning regular work			Total	Age at date of beginning regular work		
		Under 14 years	14 years	15 years		Under 14 years	14 years	15 years
Total.....	750	24	546	180	1 845	24	680	140
Manufacturing and mechanical.....	346	7	265	74	633	15	520	98
Apprentices.....	25		18	7	3		2	1
Laborers and helpers in hand and building trades.....	31	1	22	8				
Semiskilled operatives.....	273	6	211	56	589	14	480	95
Others in factories.....	15		13	2	37	1	34	2
Occupation not reported.....	2		1	1	4		4	
Transportation.....	62	2	51	9	1			1
Telegraph messengers.....	45	1	39	5				
Other.....	17	1	12	4	1			1
Trade.....	137	7	89	41	69	4	51	14
Salesboys and salesgirls.....	63	3	43	17	64	4	46	14
Delivery boys.....	39	1	23	15				
Other.....	35	3	23	9	5		5	
Domestic and personal.....	25		16	9	83	3	63	17
Housework (including nursemaids).....					58	1	45	12
Other.....	25		16	9	25	2	18	5
Clerical.....	169	7	118	44	1 55	1	43	10
Bundle, cash, messenger, errand, and office boys and girls.....	138	6	100	32	1 19		17	1
Other.....	31	1	18	12	36	1	26	9
Other.....	9	1	6	2	2	1	1	
Industry not reported.....	2		1	1	2		2	

¹ Includes 1 girl for whom age was not reported.

The diversity of the industries of Newark is reflected in the variety of factory employment reported by the children. They had worked in button factories, doing sorting and other work involving little responsibility; in clothing factories and shops, felling men's coats by hand or sewing on women's and children's clothing; in handkerchief factories; in factories making brassières and corsets, and in other clothing shops; in cigar factories, packing, wrapping, labeling, and doing other jobs; in candy and other food factories, generally packing and wrapping; doing assembling, wrapping, packing, labeling, as well as other similar work in establishments manufacturing electrical equipment; in the metal industries (including metal novelties and jewelry), chiefly at assembly and bench work, and wrapping, packing, and labeling; in fur and felt establishments; in lumber and furniture factories; in printing and publishing firms; and in other industries. Except in the men's clothing industry, no boys had been employed in their first positions in clothing factories, and more girls than boys had been employed in most of the other kinds of manufacturing in which the continuation-school children reported having worked.

Among the boys, besides those who were factory operatives, the largest group had been bundle, cash, messenger and errand, and office boys, and the next largest had been salesboys. No other one occupation had had as many as 50 boys. The remaining boys were chiefly delivery boys, apprentices or learners in a trade, laborers, helpers, or stock workers in factories, miscellaneous clerical workers, helpers, or laborers in stores, or peddlers. For girls the next most important work numerically to factory work had been selling in stores, and the next housework. Other girls had done miscellaneous work in factories, laundry work, or miscellaneous clerical work, or had been bundle, cash, messenger or errand girls, or office girls.

No inquiry was made as to how the children had obtained their first positions after leaving school. The New Jersey Council of Education figures for Newark on this point show that girls as well as boys were generally left to their own resources in beginning their working life. (See Table E, p. 94.) Forty-seven per cent of the Newark children answering the council's questionnaire had had no assistance in finding their first jobs, 23 per cent had had the help of members of their families, 23 per cent had been helped by friends, and 2 per cent had answered advertisements. Only 5 per cent had had help from a school employment office, and less than 1 per cent had obtained places through other employment agencies. Somewhat fewer girls than boys had had absolutely no help, and more girls than boys had been told about work opportunities by friends. Girls less often than boys had answered "Help wanted" advertisements. The extent to which children are helped in getting a start by school agencies and other public employment bureaus naturally depends on the local organization of such facilities, but even in cities where school vocational bureaus are said to be relatively well established and functioning satisfactorily a very small percentage of 14 and 15 year old workers are placed by them.²⁹ No organized vocational guidance or placement work was carried on in Newark at the time of the Children's Bureau study, though informal placement was done by teachers or principals in some of the high schools.

²⁹ Vocational Guidance and Junior Placement, p. 202 (U. S. Children's Bureau Publication No. 149, Washington, 1925); The Working Children of Boston, pp. 171-173

LAST POSITIONS

When they answered the questionnaires, the larger number of boys and of girls of either age, but relatively almost twice as many girls as boys, were working as factory operatives. (See Table III, p. 78.) A considerable number of boys were bundle, cash, messenger, and office boys, chiefly in factories, many were salesboys, others were delivery boys, apprentices, helpers in hand and building trades, helpers (other than operatives) in factories, or they had miscellaneous clerical jobs or were telegraph messengers or worked in laundries, restaurants, shoe-shining parlors, barber shops, or pool rooms, or were helpers in stores or garages, to name some of the outstanding occupations. Girls were much more restricted in their employment. All except 29 per cent were factory operatives; the others were chiefly nursemaids or general servants, laborers in factories, laundry or restaurant workers, salesgirls, bundle, cash, messenger or errand girls, or clerical workers.

As had been said, Newark is a city of greatly diversified industries. The metal industries claimed the largest number of boys, followed in the order named by food products (employing only about one-fifth as many, however, as the metal industries), electrical equipment, clothing, and leather goods. Industries included under "other" in Table III employed almost as many as metal work. More girls were employed in clothing factories than in any other kind. The largest number outside of clothing factories were in the metal industries (but these employed less than half as many of the girls as the clothing factories), in food manufacture and production, in the manufacture of electrical equipment, fur and felt goods, and leather goods. On the other hand, almost as many girls as were employed in all these industries combined were working in a great variety of factories which are included in "other" industries in Table 5.

The council of education found in its inquiry in 1922 that 58 per cent of the 3,258 continuation-school boys in the State reporting their occupations were in manufacturing, including metal trades, woodworking, clothing, clay, glass, and stone manufacture, food production and preparation, textile, shoe and leather goods, and "miscellaneous" manufacturing, with "miscellaneous" textile and food industries employing the largest numbers; 15 per cent were reported as in clerical occupations, 12 per cent in occupations classified under the heading of business, 4 per cent in the building trades, and 11 per cent in a variety of other work. Among the girls 79 per cent were reported as in manufacturing, including, chiefly, clothing, "miscellaneous" manufactures, and textiles; 13 per cent were in domestic service; 3 per cent were in clerical work; 3 per cent in business, and the remaining 2 per cent in a few other lines. (See Table C, p. 93.) It will be seen that considerably more children in the State as a whole than in Newark were reported as employed in manufacturing and mechanical lines, and fewer in clerical work, but some of this difference is probably due to the classification in the State figures of clerical workers in factories as workers in manufacturing and mechanical industries. The prominence of textiles in the State figures, as compared with those for Newark, is accounted for by such textile centers as Paterson and Passaic.

A few of the Newark continuation-school children—16 girls and 36 boys—worked for their parents. The boys helped on their fathers' delivery wagons, worked in their parents' stores, bakeries, and barber

shops, assisted plumbers, painters, carpenters, and hucksters. One boy packed junk for his father, a junk collector. Almost all the girls working for parents helped in stores, bakeries, or ice-cream parlors, but one was a restaurant cashier, and another, whose father was a manufacturing contractor, examined dresses. All except 10 of the 49 who replied to the inquiry as to whether they were paid wages by their parents reported that they were.

Work histories on the average had been so short that little progress or even change in occupational distribution, comparing first positions with those last held, may be looked for.³⁰ Excluding children who at the time had been at work less than one year there was among the boys a slight increase in factory operatives, in apprentices, and in miscellaneous clerical workers, and a slight decrease in the bundle, cash, messenger, errand, and office-boy group, in delivery work, and in telegraph-messenger service. Among girls, comparing last positions with first, there was an increase only in factory work.

AGE AT BEGINNING WORK

Does the older boy or girl find a better job than the younger when he first starts out, or does his superior age prove an advantage only after he has been at work some time, or both, or neither?

With a difference of only one year, as in the present inquiry, only slight differences, if any, might be expected. Moreover, as has been said, the exact nature of the individual jobs is not known sufficiently well to enable them to be classified definitely as to their requirements and future possibilities. However, as Table 5 shows, some differences in the industry and occupation entered, according to the child's age when he first went to work, do appear. Fifteen-year-old boys relatively less often than younger ones began as semiskilled factory operatives. More than twice as frequently as those of 14 they went into miscellaneous clerical work, such as that of file clerk or shipping clerk, and twice as often became delivery boys, probably because delivery boys were often employed on vehicles and employers preferred the older ones. On the other hand, less than half as many 15-year-old boys as younger boys became telegraph messengers.

As among the boys, older girls less often than younger ones entered factory employment; more older than younger girls did housework; twice as many of the older as of the younger group did miscellaneous clerical work, such as cashiery, addressing envelopes, and working in laundry offices; and considerably more of the 15-year-old than of the 14-year-old girls began as salesgirls. Some of the differences shown seem to suggest that, although on the whole beginners' jobs are much the same whether the beginner is 14 or 15, the 15-year-old child may have a slightly wider choice and possibly some advantage in the type of work.

It would be interesting to compare the occupational distribution of children who had begun at 14 and at 15 years of age at least a year after they had started to work. But none of the children in this study who had been 15 years old on first going to work had been at work as long as one year.

³⁰ The following comparisons and all comparisons of first and last positions made in this report are based on the initial occupations of all the children and the last occupations of those who had been working a year or longer. These are not identical groups, but statistical analysis showed that in occupational distribution they were in fact closely representative of the initial positions and the positions after a year or more of an identical group of the continuation-school children.

EDUCATION

School attainment.

In the study of New York working boys, to which reference has been made in this report, a relationship was found between the grades that the boys had completed in school and the types of occupation they were in.³¹ The Cincinnati study showed also that the kind of work the child was doing was related to his last school grade, factory work predominating among children from the lower grades and office and saleswork among those from the upper grades, while the latter also had a wider choice of work. In its study of the working children of Boston the Children's Bureau reported that the lower the grade completed in school the more likely was the child to begin his industrial work in a factory, and the less likely to enter clerical occupations, or work involving the wrapping, selling, and delivery of goods.³²

In the present survey in Newark, and in Paterson also (see p. 61) the amount of education the children had had appeared to make some difference in the character of their first positions. (Table 6.) Of the boys who had completed less than the sixth grade 57 per cent went into factory and mechanical occupations, while of those completing the sixth grade 49 per cent, of those completing the seventh 52 per cent, and of those completing the eighth only 34 per cent went into any kind of factory or mechanical work. The greatest difference is between eighth-grade graduates and others. However, the percentage of apprentices, though small (1 per cent) for boys completing the fifth grade or below, increased to 3 per cent for those completing the sixth, and was five times as large (5 per cent) for boys who were eighth-grade graduates as for those leaving school before finishing the sixth grade. Relatively fewer boys went into domestic and personal service, fewer became telegraph messengers, and a somewhat smaller percentage became delivery boys (although this is an occupation for which the older boys seemed to be more in demand) among those completing the eighth grade than among those completing only the sixth or a lower grade. On the other hand, no boys completing a grade below the sixth went into miscellaneous clerical work, which employed 4 per cent of those from the sixth and seventh grades and 7 per cent from the eighth grade. Bundle, cash, errand, and office boys and salesboys were relatively twice as numerous among eighth-grade graduates as among boys who had not completed as much as the sixth grade, the big jump in the first group of occupations coming between the sixth and the seventh grade, and among salesboys between the seventh and eighth.

Boys who were helpers in stores, stock boys, and those in other miscellaneous store jobs were almost twice as numerous among eighth-grade graduates (20 per cent) as among boys who had left school after completing only the sixth or a lower grade (12 per cent). Although with most of these occupation groups even a single grade seemed to make some difference in the type of work, the great difference was between those who had graduated from elementary school and those who had not. Too few of the children had had high-school training to indicate whether or not attendance at high school for a year or so made any difference in the kinds of work.

³¹ Our Boys, p. 231.

³² The Working Children of Boston, p. 246.

TABLE 6.—*Occupation and industry of first regular position and last grade completed in regular school for employed boys and girls attending continuation school; Newark, N. J.*

Occupation and industry of first regular position	Employed boys attending continuation school									
	Total		Last grade completed in regular school							
			Fifth or below		Sixth		Seventh		Eighth or above	
	Number	Per cent distribution	Number	Per cent distribution	Number	Per cent distribution	Number	Per cent distribution	Number	Per cent distribution
Total.....	750	-----	155	-----	232	-----	112	-----	230	-----
Industry reported.....	748	100	155	100	231	100	111	100	230	100
Manufacturing and mechanical.....	346	46	89	57	114	49	58	52	78	34
Apprentices.....	25	3	2	1	6	3	5	5	12	5
Laborers and helpers in hand and building trades.....	31	4	8	5	14	6	6	5	3	1
Semiskilled operatives.....	273	36	72	46	91	39	45	41	58	25
Others in factories.....	15	2	7	5	2	1	2	2	4	2
Occupation not reported.....	2	(²)	-----	-----	1	(²)	-----	-----	1	(²)
Transportation.....	62	8	12	8	25	11	9	8	15	7
Telegraph messengers.....	45	6	9	6	17	7	7	6	12	5
Other.....	17	2	3	2	8	3	2	2	3	1
Trade.....	137	18	29	19	36	16	12	11	53	23
Salesboys.....	63	8	11	7	12	5	7	6	31	13
Delivery boys.....	39	5	11	7	13	6	5	5	8	3
Other.....	35	5	7	5	11	5	-----	-----	14	6
Domestic and personal.....	25	3	6	4	9	4	3	3	6	3
Clerical.....	169	23	19	12	44	19	28	25	74	32
Bundle, cash, messenger, errand, and office boys.....	138	18	19	12	35	15	23	21	58	25
Other.....	31	4	-----	-----	9	4	5	5	16	7
Other.....	9	1	-----	-----	3	1	1	1	4	2
Industry not reported.....	2	-----	-----	-----	1	-----	1	1	-----	-----

¹ Includes ungraded, Binet, and vocational.² Less than 1 per cent.

TABLE 6.—*Occupation and industry of first regular position and last grade completed in regular school for employed boys and girls attending continuation school; Newark, N. J.—Continued*

Occupation and industry of first regular position	Employed girls attending continuation school										
	Total		Last grade completed in regular school								Not re-ported ¹
			Fifth or below		Sixth		Seventh		Eighth or above		
	Num-ber	Per cent dis-trib-ution	Num-ber	Per cent dis-trib-ution	Num-ber	Per cent dis-trib-ution	Num-ber	Per cent dis-trib-ution	Num-ber	Per cent dis-trib-ution	
Total.....	845		191		268		155		197		34
Industry reported.....	843	100	190	100	267	100	155	100	197	100	34
Manufacturing and mechanical.....	633	75	141	74	212	79	127	82	127	64	26
Apprentices.....	3	(²)			2	1			1	1	
Semiskilled operatives.....	589	70	132	69	190	71	120	77	121	61	26
Others in factories.....	37	4	5	3	20	7	7	5	5	3	
Occupation not reported.....	4	(²)	4	2							
Transportation.....	1	(²)							1	1	
Trade.....	69	8	19	10	18	7	11	7	19	10	2
Salesgirls.....	64	8	18	9	16	6	11	7	17	9	2
Other.....	5	1	1	1	2	1			2	1	
Domestic and personal.....	83	10	24	13	28	10	11	7	18	9	2
Housework (including nursemaids).....	58	7	16	8	21	8	7	5	12	6	2
Other.....	25	3	8	4	7	3	4	3	6	3	
Clerical.....	55	7	6	3	8	3	5	3	32	16	4
Bundle, cash, messenger, errand, and office girls.....	19	2	3	2	4	1	1	1	8	4	3
Other.....	36	4	3	2	4	1	4	3	24	12	1
Other.....	2	(²)			1	(²)	1	1			
Industry not reported.....	2		1		1						

¹ Includes ungraded, Binet, and vocational.² Less than 1 per cent.

Among girls somewhat the same tendencies are shown, though they are not so marked. Seventh and eighth grade graduates were less likely than others to do housework or to engage in other personal and domestic service; eighth-grade graduates were somewhat less likely to enter factory work, though the difference was not so striking as among boys. Thus, 74 per cent of the girls leaving school before the completion of the sixth grade, compared with 64 per cent of those who graduated from the eighth grade, went into factory occupations. The proportion of girls entering miscellaneous clerical work was more than six times as great among elementary-school graduates as among any group below the seventh grade and four times as great as that among the seventh-grade graduates; bundle, messenger, errand, and office girls were several times as numerous among those who had

stayed in school until they had graduated from the eighth grade as among other girls. Unlike boys, girls from the eighth grade showed no greater tendency to become salespersons than those from the lower grades; 9 per cent of the eighth-grade girls became salesgirls compared with 10 per cent of those leaving school before finishing the sixth grade.

The percentages of girls in different kinds of work who had completed at least the eighth grade were as follows: 20 per cent of those in men's, women's, and children's clothing industries, 21 per cent of those doing housework, 22 per cent of those in cigar and candy and other food factories, 27 per cent of the salesgirls, 32 per cent of those in metal industries, and 63 per cent of those engaged in clerical work. The boys were too scattered among the different occupational groups to make a similar comparison for them.

The number of boys who had been at work 'at least one year was only 186, too small a number to give a reliable indication of differences between occupations, after a year's experience, among those who had attained different grades in school. (Table 7.) So far as the numbers may be relied upon, it would appear that the difference between the groups from different school grades, noticeable at the beginning, had been maintained. In every grade group there was apparently a drift toward the factory, but the increase in factory operatives was greater among children who had not completed a grade as high as the sixth than among those completing the eighth grade. The proportion in delivery work had decreased in all groups, and no eighth-grade graduates were delivery boys after a year at work; very few were telegraph messengers, the decrease in this work being more marked among eighth-grade graduates than among other groups. Relatively more eighth-grade graduates were in clerical work after a year or more out of school than at the beginning of their working lives.

The 242 girls who had been at work at least a year showed, as did boys, a drift toward factory work among both elementary-school graduates and those who had left school before completion of the eighth grade. A decrease appeared in the proportion of eighth-grade graduates in domestic and personal service, and the difference between eighth-grade graduates and others in this respect was even greater than at the outset of the working life. Among both eighth-grade graduates and others a tendency was seen to leave selling after a year of work. This may have resulted from some of the salesgirls who on first leaving school worked in family stores, later changing to other lines of work. The difference between eighth-grade graduates and others as to miscellaneous clerical work remained as at the beginning of working life.

TABLE 7.—*Occupation and industry of last position and last grade completed in regular school for employed boys and girls attending continuation school; Newark, N. J.*

Length of work history and occupation and industry of last position	Employed boys and girls attending continuation school							
	Boys				Girls			
	Total	Last grade completed in regular school			Total	Last grade completed in regular school		
		Under eighth	Eighth or above	Not reported ¹		Under eighth	Eighth or above	Not reported ¹
Total.....	750	499	230	21	845	614	197	34
Work history 12 months or more.....	186	135	49	2	242	166	66	10
Manufacturing and mechanical.....	94	73	20	1	188	139	44	5
Apprentices.....	10	5	5					
Laborers and helpers in hand and building trades.....	7	7						
Semiskilled operatives.....	75	59	15	1	176	128	43	5
Others in factories.....	2	2			11	10	1	
Occupation not reported.....					1	1		
Transportation.....	15	12	3					
Telegraph messengers.....	6	5	1					
Other.....	9	7	2					
Trade.....	27	19	8		17	9	7	1
Salesboys and salesgirls.....	17	11	6		17	9	7	1
Delivery boys.....	4	4						
Other.....	6	4	2					
Domestic and personal.....	7	4	2	1	16	13	3	
Housework (including nurse-maids).....					8	7	1	
Other.....	7	4	2	1	8	6	2	
Clerical.....	40	25	15		19	5	10	4
Bundle, cash, messenger, errand, and office boys and girls.....	30	21	9		6	2	1	3
Other.....	10	4	6		13	3	9	1
Other.....	2	1	1		2		2	
Not reported.....	1	1						
Work history less than 12 months.....	564	364	181	19	600	446	130	24
Length not reported.....					3	2	1	

¹ Includes ungraded, Binet, and vocational.**Retardation.**

It has been pointed out that more boys began their working lives as factory operatives than in any other capacity. This is true, whether they were in normal or advanced grades for their ages, or were retarded in school. Nevertheless, almost half the retarded boys, but less than one-third of those who were not retarded, became factory operatives on first going to work. Other differences in initial occupation are noted between those who had made at least average progress in school and those who had not. For example, 21 per cent of the boys in normal or advanced grades, compared with 14 per cent of those who were retarded, became messenger, bundle, errand, and office boys; 11 per cent, compared with 6 per cent, became sales-

boys; 7 per cent, compared with 2 per cent, went into miscellaneous clerical work; and 5 per cent, compared with 1 per cent, became apprentices. (Table 8.) As among the boys, the largest proportion of nonretarded as well as retarded girls were factory operatives, though more of the retarded than the nonretarded (72 per cent and 66 per cent, respectively). Saleswork took 8 per cent and housework 8 per cent of each group; but 6 per cent of the girls who had reached normal or advanced grades for their ages, compared with 1 per cent of those who were retarded, had miscellaneous clerical positions, and 3 per cent compared with 1 per cent were bundle, cash, errand, and office girls.

TABLE 8.—*Occupation and industry of first regular position and progress in regular school for employed boys and girls attending continuation school; Newark, N. J.*

Occupation and industry of first regular position	Employed boys attending continuation school						
	Total		Progress in regular school				
	Number	Per cent distribution	Retarded		Normal and advanced		Not reported ¹
			Number	Per cent distribution	Number	Per cent distribution	
Total.....	750	-----	248	-----	291	-----	211
Industry reported.....	748	100	247	100	290	100	211
Manufacturing and mechanical.....	346	46	133	54	121	42	92
Apprentices.....	25	3	3	1	15	5	7
Laborers and helpers in hand and building trades.....	31	4	12	5	6	2	13
Semiskilled operatives.....	273	36	112	45	94	32	67
Others in factories.....	15	2	6	2	5	2	4
Occupation not reported.....	2	(?)	-----	-----	1	(?)	1
Transportation.....	62	8	22	9	21	7	19
Telegraph messengers.....	45	6	16	6	15	5	14
Other.....	17	2	6	2	6	2	5
Trade.....	137	18	42	17	55	19	40
Salesboys.....	63	8	15	6	31	11	17
Delivery boys.....	39	5	15	6	13	4	11
Other.....	35	5	12	5	11	4	12
Domestic and personal.....	25	3	8	3	7	2	10
Clerical.....	169	23	39	16	82	28	48
Bundle, cash, messenger, errand, and office boys.....	138	18	35	14	61	21	42
Other.....	31	4	4	2	21	7	6
Other.....	9	1	3	1	4	1	2
Industry not reported.....	2	-----	1	-----	1	-----	-----

¹ Includes ungraded, Binet, and vocational.

² Less than 1 per cent.

TABLE 8.—*Occupation and industry of first regular position and progress in regular school for employed boys and girls attending continuation school; Newark, N. J.*—Continued

Occupation and industry of first regular position	Employed girls attending continuation school						
	Total		Progress in regular school				
	Number	Per cent distribution	Retarded		Normal and advanced		Not reported ¹
			Number	Per cent distribution	Number	Per cent distribution	
Total.....	845		292		358		195
Industry reported.....	843	100	291	100	357	100	195
Manufacturing and mechanical.....	633	75	224	77	259	73	150
Apprentices.....	3	(²)	1	(²)	2	1	
Semiskilled operatives.....	589	70	210	72	237	66	142
Others in factories.....	37	4	10	3	20	6	7
Occupation not reported.....	4	(²)	3	1			1
Transportation.....	1	(²)					1
Trade.....	69	8	25	9	30	8	14
Salesgirls.....	64	8	23	8	29	8	12
Other.....	5	1	2	1	1	(²)	2
Domestic and personal.....	83	10	33	11	36	10	14
Housework (including nursemaids).....	58	7	22	8	28	8	8
Other.....	25	3	11	4	8	2	6
Clerical.....	55	7	8	3	31	9	16
Bundle, cash, messenger, errand, and office girls.....	19	2	4	1	9	3	6
Other.....	36	4	4	1	22	6	10
Other.....	2	(²)	1	(²)	1	(²)	
Industry not reported.....	2		1		1		

¹ Includes ungraded, Binet, and vocational.

² Less than 1 per cent.

Only 42 retarded boys and 61 retarded girls had been at work as long as a year, so that it is impossible to compare the relative occupational progress made in a year by retarded and nonretarded children. (Table 9.)

TABLE 9.—*Occupation and industry of last position and progress in regular school for employed boys and girls attending continuation school; Newark, N. J.*

Length of work history and occupation and industry of last position	Employed boys and girls attending continuation school							
	Boys				Girls			
	Total	Progress in regular school		Not reported ¹	Total	Progress in regular school		Not reported ¹
		Re-tarded	Normal and advanced			Re-tarded	Normal and advanced	
Total.....	750	248	291	211	845	292	358	195
Work history 12 months or more.....	186	42	91	53	242	61	114	67
Manufacturing and mechanical.....	94	25	48	21	188	51	85	52
Apprentices.....	10		8	2				
Laborers and helpers in hand and building trades.....	7	3	2	2				
Semiskilled operatives.....	75	21	37	17	176	48	79	49
Others in factories.....	2	1	1		11	2	6	3
Occupation not reported.....					1	1		
Transportation.....	15	2	7	6				
Telegraph messengers.....	6	1	4	1				
Other.....	9	1	3	5				
Trade.....	27	8	11	8	17	5	6	6
Salesboys and salesgirls.....	17	6	7	4	17	5	6	6
Delivery boys.....	4	2	1	1				
Other.....	6		3	3				
Domestic and personal.....	7		3	4	16	4	9	3
Housework (including nurse-maids).....					8	1	5	2
Other.....	7		3	4	8	3	4	1
Clerical.....	40	6	22	12	19	1	12	6
Bundle, cash, messenger, errand, and office boys and girls.....	30	6	15	9	6	1	3	2
Other.....	10		7	3	13		9	4
Other.....	2			2	2		2	
Not reported.....	1	1						
Work history less than 12 months.....	564	206	200	158	600	231	242	127
Length not reported.....					3		2	1

¹ Includes ungraded, Binet, and vocational.

School retardation is not always an indication of lack of mentality. Many factors other than general intelligence, such as personality and health and home conditions with their marked influence on attendance, affect school progress, or retardation may be due merely to late entrance into school. But it is interesting to see that in a general way the same differences in occupation between retarded children and nonretarded children found in the study of the Newark children were found between mentally inferior and mentally superior children in the study of Cincinnati children. According to the report of this study:

The chief contrast in occupations between girls who are superior and those who are inferior consists in the fact that superior girls are found far more frequently in clerical and store positions and inferior ones in factory work.

Factory work is common to all * * * groups of both sexes, but is much less frequent among the mentally superior boys and girls.

Clerical workers, whether boys or girls, constitute a goodly proportion of the very superior, but are not found among the very inferior.

Employees of stores, particularly those in selling or in wrapping, which leads to selling, are found in large proportion among the superior, but are very infrequent among the inferior.

Those who succeed in skilled trades * * * are found in the * * * superior groups.³³

WAGES

FIRST POSITIONS

The lowest wage of the beginners, aside from the few children who had worked for their parents and received no cash wage, had been \$1 a week, reported by a boy who had been a helper in a candy factory. A number of children, both boys and girls, had received only \$3 or \$4 a week in their first positions. Most of the girls reporting less than \$5 were nurse girls and servants, but the group also included a button sorter, an underwear ribboner, a girl who piled boxes in factories, a fur worker, and two tailor's helpers. Boys making less than \$5 had been delivery boys for groceries, bakeries, and laundries, peddler's helpers, carpenter's, stonecutter's, and sign-painter's assistants, workers in iron foundries, garages, barber shops, box factories, and hardware stores. The highest wage was \$35 a week, the earnings reported by a 14-year-old boy who in his first position had worked 7 days a week on an ice-cream truck.

The median weekly wage of the boys in their first positions had been \$11, and the largest number of boys (167) had received between \$10 and \$11. (See Table V, p. 80, and Table 10.) This wage had been received not earlier than 1923, and in the majority of cases in 1924 or 1925. Among the occupational groups large enough for analysis, salesboys had the largest proportion (67 per cent) who had earned \$10 or more. Factory operatives had a smaller proportion (57 per cent) who had earned at least \$10 a week, but much the larger proportion who had received at least \$15. Bundle, cash, errand, and office boys had 54 per cent, and boys in occupations classified as trade other than salesboys 42 per cent, with earnings of at least \$10.

³³ An Experimental Study of Children, pp. 658, 660.

TABLE 10.—*Last weekly wage in first regular position and age at date of beginning regular work for employed boys and girls attending continuation school; Newark, N. J.*

Last weekly wage in first regular position	Employed boys and girls attending continuation school						
	Total ¹		Age at date of beginning regular work				
			Under 14 years ¹	14 years		15 years	
	Number	Per cent distribution			Number	Per cent distribution	Number
Boys	750	-----	24	546	-----	180	-----
Wage reported	738	100	22	537	100	179	100
No cash wage	6	1	-----	1	(³)	5	3
Less than \$5	22	3	-----	17	3	5	3
\$5, less than \$10	279	38	7	214	40	58	32
\$10, less than \$15	360	49	11	259	48	90	50
\$15 and more	71	10	4	46	9	21	12
Wage not reported	12	-----	2	9	-----	1	-----
Girls	² 845	-----	24	680	-----	140	-----
Wage reported	² 831	100	24	668	100	138	100
No cash wage	4	(³)	1	2	(³)	1	1
Less than \$5	16	2	-----	12	2	4	3
\$5, less than \$10	² 422	51	11	354	53	56	41
\$10, less than \$15	357	43	11	278	42	68	49
\$15 and more	32	4	1	22	3	9	7
Wage not reported	14	-----	-----	12	-----	2	-----

¹ Per cent distribution not shown where number of children is less than 50.² Includes 1 girl for whom age was not reported.³ Less than 1 per cent.

Almost all investigations have shown that girls receive decidedly smaller wages than boys. The median wage of the Newark girls had been about \$1 less than that of the boys, that is, \$10; the largest number (175) had received, like the boys, between \$10 and \$11. Of the girls, however, only 47 per cent, compared with 59 per cent of the boys, had had at least \$10 a week, and only 4 per cent, compared with 10 per cent of the boys, had earned \$15 or more. Sixty-two per cent of the girls doing clerical work had earned \$10 or more, which was the largest proportion for girls in any occupational group. The next largest proportion of girls whose beginning wage had been \$10 or more had been factory operatives, 48 per cent of whom reported wages of at least \$10, salesgirls coming next with 44 per cent. The only other group with sufficient numbers to analyze were houseworkers, only 18 per cent of whom earned as much as \$10. These were the poorest paid workers judging only from the amount of the cash wages, though no doubt in some cases, at least, meals were a part of the wage; 14 per cent of the houseworkers earned less than \$5, compared with 2 per cent of the girls in all occupations.

LAST POSITIONS

The majority of the children employed at the time of the inquiry, as Table 12 shows, were earning between \$10 and \$15 a week; 15 per cent of the boys, though only 6 per cent of the girls, earned \$15 or

more. The median wage for 14-year-old boys was \$10.50 and for 14-year-old girls \$10; among the 15-year-old children it was \$12 for boys and \$10.50 for girls. The wages of the 14-year-old workers, both boys and girls, were smaller than those of the 15-year-old group. (See Table VI, p. 80.)

Of those who had been at work at least one year, 62 per cent of the boys and 56 per cent of the girls were earning between \$10 and \$15, and 20 per cent of the boys and 13 per cent of the girls at least \$15. Both boys and girls who had held one position for at least one year made a little more than those who had had two or more positions in a working life of a year or longer. The advance in wages after a year at work amounted to about \$1.50 in the median for boys and to about 50 cents for girls, comparing wages in last positions of those who had worked at least 12 months with wages in first positions.

The largest proportion of employed boys making at least \$10 a week were salesboys and boys in manufacturing and mechanical occupations other than factory operatives, chiefly apprentices and laborers or helpers in trades. (See Table VII, p. 81.) The group consisting chiefly of delivery boys and store helpers, however, had the largest proportion earning \$15 or more, and bundle, cash, messenger, errand, and office boys had the smallest. The greatest advance in wages, compared with wages in first positions, was reported by these two groups. Among girls, 61 per cent of the factory operatives and 40 per cent of those in personal and domestic service had cash wages of \$10 or more; too few girls had done other kinds of work to indicate whether they were relatively well paid.

The wages reported to the Children's Bureau in 1925 were higher than those reported to the New Jersey Council of Education by continuation-school children in Newark in 1922, as the following summaries show:

Earnings	Boys	Girls
Earnings reported to New Jersey Council of Education, 1922:	<i>Per cent</i>	<i>Per cent</i>
Less than \$5.....	2	4
\$5, less than \$10.....	52	61
\$10, less than \$15.....	38	34
\$15 or more.....	8	2
Earnings reported to United States Children's Bureau, 1925:		
Less than \$5.....	2	1
\$5, less than \$10.....	25	40
\$10, less than \$15.....	58	52
\$15 or more.....	15	6

The difference between the median weekly wage as reported to the council and as reported to the Children's Bureau is approximately \$1 for boys and for girls. It is accounted for by the upward trend of wages between 1922 and 1925, if the trend in adult wages may be accepted as indicating an upward trend in children's wages during the same years.³⁴ The wages of continuation-school pupils in Newark were a little larger than in New Jersey outside of Newark, according to the council's figures.

³⁴ See Union Scale of Wages and Hours of Labor, p. 17 (U. S. Bureau of Labor Statistics, Bulletin 404, May 15, 1925). The index numbers of union wage rates were 183 in 1922 and 222 in 1925, 1913 being 100, and wages for unskilled labor followed the same trend.

VACATION-WORK EXPERIENCE

In its survey of working children in Boston³⁵ the Children's Bureau found that children who had worked during vacation while they were going to school began work at a higher wage than children who had not had such experience. In the present survey no such relation was shown. Too few girls (only 15) had worked before leaving school to indicate whether the relatively experienced girl would have received better wages than the inexperienced. So far as boys are concerned, those who had never done any work before leaving school had received the same weekly wage as those who had worked in vacation, the median being \$10.50 for each group.

AGE AT BEGINNING WORK

Both boys and girls who had gone to work at 15 years of age, rather than at 14, had received better wages in their first positions than younger children. (Table 10.) Although the median weekly rate was about the same for boys of 14 as for older boys (\$10.50), and for girls of 14 was only about a dollar less than for girls of 15 (\$9.50 compared with \$10.50), 62 per cent of the 15-year-old boys, but only 57 per cent of the 14-year-old, and 56 per cent of the 15-year-old girls, but only 45 per cent of the 14-year-old, had earned as much as \$10 a week as beginners. Moreover, a considerably larger proportion of 15-year-old than of 14-year-old children had earned \$15 or more. The lowest wage received by a child who had gone to work at 15 years of age was \$1.25 a week paid to a barber's apprentice, but four other 15-year-old boys received \$3 or \$4, one as a helper in a garage, one running errands for a grocery, one packing knives in a cutlery factory, one working in a candy factory. Four 15-year-old girls had received from \$2 to \$4 for housework, cashiering, taking care of children, and working in a button factory.

That younger children, on the whole, receive lower wages in their first positions than those only a year or two older is shown also by a comparison of figures compiled in the vocation bureau of the Cincinnati public schools for children going to work at 16 or 17 years of age with those in the Children's Bureau study. In 1923-24, approximately the same period during which the Newark continuation-school children were beginning their working lives, 66 per cent of the boys in the Cincinnati group reporting wage, all of whom were 16 or 17 years of age, and 58 per cent of the girls, earned at least \$11 a week as their first wages,³⁶ whereas of the 15-year-old children in the Newark group only 44 per cent of the boys and 35 per cent of the girls had earnings of \$11 or more in their first positions.

Whether or not this difference in wages in favor of the older children was maintained after they had been at work for some time is a question that can not be answered for the Newark continuation-school children, for, as has been said, none of those who had been 15 years old when their working lives began had been at work as long as a year when the questionnaires were filled in.

³⁵ The Working Children of Boston, pp. 197-198.

³⁶ Vocational Guidance and Junior Placement, p. 201.

EDUCATION

School attainment.

In the Cincinnati study of young working children neither girls nor boys who had completed the seventh or the eighth grade had any "clear advantage in earning capacity during the first four years over those who had completed the fifth or sixth grade," says Doctor Woolley.³⁷ The Newark continuation-school children, both at the beginning of their working lives and after they had been working a year or longer, had received wages which varied somewhat according to the amount of schooling they had received. (Tables 11 and 12.) Thus, boys making less than \$10 a week in their first positions constituted 47 per cent of those who had left school before completing the sixth grade, 44 per cent of the sixth-grade boys, 42 per cent of the seventh, and 37 per cent of the boys who had completed the eighth or higher grades. Of the 33 boys who had successfully finished one year or more of high school only 11 made less than \$10. Boys making at least \$15, however, were about 10 per cent for each grade. Among the girls the proportion making less than \$10 remained about the same (56 or 57 per cent) for each group of children completing grades up to the eighth. For eighth-grade graduates or girls with high-school training it was only 43 per cent. Of the 30 high-school girls only 13 made less than \$10.

TABLE 11.—*Last weekly wage in first regular position and last grade completed in regular school for employed boys and girls attending continuation school; Newark, N. J.*

Last weekly wage in first regular position	Employed boys and girls attending continuation school									
	Total		Last grade completed in regular school							
			Fifth or below		Sixth		Seventh		Eighth or above	
	Number	Per cent distribution	Number	Per cent distribution	Number	Per cent distribution	Number	Per cent distribution	Number	Per cent distribution
Boys.....	750		155		232		112		230	
Wage reported.....	738	100	153	100	227	100	110	100	227	100
No cash wage.....	6	1	2	1	2	1	1	1	1	(b)
Less than \$5.....	22	3	9	6	7	3	4	4	2	1
\$5, less than \$10.....	279	38	61	40	90	40	41	37	82	36
\$10, less than \$15.....	360	49	66	43	106	47	54	49	120	53
\$15 and more.....	71	10	15	10	22	10	10	9	22	10
Wage not reported.....	12		2		5		2		3	
Girls.....	845		191		268		155		197	
Wage reported.....	831	100	186	100	263	100	154	100	194	100
No cash wage.....	4	(b)	3	2					1	1
Less than \$5.....	16	2	5	3	5	2	4	3	2	1
\$5, less than \$10.....	422	51	96	52	143	54	81	53	82	42
\$10, less than \$15.....	357	43	74	40	109	41	65	42	95	49
\$15 and more.....	32	4	8	4	6	2	4	3	14	7
Wage not reported.....	14		5		5		1		3	

^a Includes ungraded, Binet, and vocational.

^b Less than 1 per cent.

³⁷ An Experimental Study of Children, pp. 552-555. (Doctor Woolley's figures in different grades are very small.)

TABLE 12.—*Last weekly wage in last regular position and last grade completed in regular school for employed boys and girls attending continuation school; Newark, N. J.*

Length of work history and last weekly wage in last regular position	Employed boys and girls attending continuation school							
	Boys				Girls			
	Total	Last grade completed in regular school			Total	Last grade completed in regular school		
		Under eighth	Eighth, or above	Not reported ¹		Under eighth	Eighth, or above	Not reported ¹
Total	750	499	230	21	845	614	197	34
Work history 12 months or more	186	135	49	2	242	166	66	10
Last wage—								
No cash wage	1	1			2	2		
Less than \$5	3	3			2	2		
\$5, less than \$10	30	27	3		72	60	10	2
\$10, less than \$15	112	76	34	2	135	81	46	8
\$15 and more	38	27	11		29	19	10	
Not reported	2	1	1		2	2		
Work history less than 12 months	564	364	181	19	600	446	130	24
Length not reported					3	2	1	

¹ Includes ungraded, Binet, and vocational

Such advantage as there was was maintained after the child had been at work for a while. Among boys who had been at work at least a year and had reported their wages in their last positions, only 77 per cent of those whose education had stopped before the completion of the eighth grade made as much as \$10, compared with 45 of 48 boys who had graduated from the eighth grade. The wages of girls, also, who had been at work at least one year and who reported their wages in their last positions, increased with the school grade that the girls had completed. Of those who had not completed the eighth grade only 61 per cent made as much as \$10, compared with 85 per cent of those who had completed the eighth or a higher grade.

Retardation.

Retardation in school appeared to make little difference in the amount of wages that either beginners or the more experienced young workers received. (Tables 13 and 14.) Among the boys 4 per cent of those who were retarded and 3 per cent of those not retarded had made less than \$5 in their first positions, and 41 per cent and 39 per cent, respectively, had made less than \$10. Even the boys who were two years or more below normal grades for their ages had fared as well as those who had reached standard grades or were advanced in school; only 40 per cent had received less than \$10. Moreover, about the same proportion of the retarded boys as of the others were in the highest wage group. Twelve per cent of the retarded boys (including 14 per cent of those who were two years or more below standard grades), compared with 10 per cent of those who were not retarded, reported wages of at least \$15 in their first positions.

TABLE 13.—*Last weekly wage in first regular position and progress in regular school for employed boys and girls attending continuation school; Newark, N. J.*

Last weekly wage in first regular position	Employed boys and girls attending continuation school					
	Total		Progress in regular school			
			Retarded		Normal and advanced	
	Number	Per cent distribution	Number	Per cent distribution	Number	Per cent distribution
Boys.....	750		248		291	
Wage reported.....	738	100	243	100	286	100
No cash wage.....	6	1	2	1	2	1
Less than \$5.....	22	3	8	3	5	2
\$5, less than \$10.....	279	38	90	37	103	36
\$10, less than \$15.....	360	49	114	47	147	51
\$15 and more.....	71	10	29	12	29	10
Wage not reported.....	12		5		5	
Girls.....	845		292		358	
Wage reported.....	831	100	284	100	355	100
No cash wage.....	4	(2)	3	1	1	(2)
Less than \$5.....	16	2	6	2	7	2
\$5, less than \$10.....	422	51	142	50	170	48
\$10, less than \$15.....	357	43	123	43	162	46
\$15 and more.....	32	4	10	4	15	4
Wage not reported.....	14		8		3	

¹ Includes ungraded, Binet, and vocational.² Less than 1 per cent.TABLE 14.—*Last weekly wage in last regular position and progress in regular school for boys and girls attending continuation school; Newark, N. J.*

Length of work history and last weekly wage in last regular position	Employed boys and girls attending continuation school							
	Boys				Girls			
	Total	Progress in regular school			Total	Progress in regular school		
		Re-tarded	Normal and advanced	Not reported ¹		Re-tarded	Normal and advanced	Not reported ¹
Total.....	750	248	291	211	845	292	358	195
Work history 12 months or more.....	186	42	91	53	242	61	114	67
Last wage:								
No cash wage.....	1		1		2	2		
Less than \$5.....	3	1	2		2	2		
\$5, less than \$10.....	30	10	10	10	72	16	32	24
\$10, less than \$15.....	112	21	59	32	135	31	65	39
\$15 and more.....	38	10	18	10	29	8	17	4
Not reported.....	2		1	1	2	2		
Work history less than 12 months.....	564	206	200	158	600	231	242	127
Length not reported.....					3		2	1

¹ Includes ungraded, Binet, and vocational.

Retarded girls, also, appear to have had about the same wages when beginning work as girls who had not been retarded in school. Of the retarded girls, 3 per cent (4 per cent of those retarded two years or more) and of the nonretarded group 2 per cent had earned less than \$5, and 53 per cent (54 per cent of those who were retarded two years or more) and 50 per cent, respectively, had earned less than \$10. Four per cent of each group had had wages of at least \$15 in their first positions. In the Cincinnati study it was found that mentally inferior girls tended to earn a little more than the superior girls, though the differences were small. "The girls who are wanted (in industry)" concludes Doctor Woolley, "are the inferior ones who will be content with routine hand work or very simple machine tending year after year," whereas the superior girls wish more congenial work though it may bring less pay.³⁸ This competition for the more agreeable kinds of work tends to lower the wages for superior girls.

After a year of employment little difference in wages between retarded and nonretarded children was reported (Table 14), and as the number of both boys and girls who had been retarded in school and who had been working at least one year was small, the differences that appear probably have little significance.

UNEMPLOYMENT

AMOUNT OF UNEMPLOYMENT

With children, as with adults, unemployment may be due to causes inherent in the work, over which the worker has no control, such as the seasonal nature of an industry, or slack work, or it may be due to the individual's lack of ability to hold a position, dissatisfaction, restlessness, or any one of many other causes. The reasons for unemployment were not ascertained in the present study, but merely the amount of unemployment which occurred between the date of beginning the first regular position and the date of answering the questions, or during the working period of the child's life. For purposes of comparison, the amount of unemployment has been expressed as a percentage of this working period. In computing the percentage two days per year were allowed for changing positions and not considered as unemployment. Whenever three or more days of being out of work were reported during a year, this 2-day allowance was not made but the total days of idleness were classed as unemployment.

For discussion of the amount of unemployment, the children have been classified in two groups—those working less than 12 months and those working 12 months or more. Figures on the amount of unemployment for the latter group are given in Tables 15 and 16, and Table VII (p. 81), which show the amount of unemployment in relation to maturity and educational factors. For those who had worked less than a year the percentage of unemployment is of less significance, as many of these children had been at work for periods so short that they had had little chance to be unemployed; and if they had been unemployed for a large proportion of their time, it might have been but a few weeks or even a few days. The percentage of unemployment for this group is shown in Table VIII (p. 83).

³⁸ *An Experimental Study of Children*, p. 661.

TABLE 15.—*Percentage of unemployment and last grade completed in regular school for employed boys and girls attending continuation school; Newark, N. J.*

Length of work history and percentage of unemployment	Employed boys and girls attending continuation school							
	Boys				Girls			
	Total	Last grade completed in regular school			Total	Last grade completed in regular school		
		Under eighth	Eighth or above	Not reported ¹		Under eighth	Eighth or above	Not reported ¹
Total.....	750	499	230	21	845	614	197	34
Work history 12 months or more....	186	135	49	2	242	166	66	10
Percentage of unemployment.....	79	54	23	2	160	66	29	5
No unemployment.....	31	22	9	—	31	25	5	1
Less than 5 per cent.....	15	10	5	—	26	19	7	—
5 per cent, less than 10.....	15	11	4	—	17	9	7	1
10 per cent, less than 20.....	17	13	4	—	26	16	8	2
20 per cent, less than 30.....	10	10	—	—	14	12	2	—
30 per cent, less than 40.....	6	5	1	—	10	8	1	1
40 per cent, less than 50.....	5	4	1	—	11	8	3	—
50 per cent and more.....	8	6	2	—	7	3	4	—
Work history less than 12 months....	564	364	181	19	600	446	130	24
Length not reported.....	—	—	—	—	3	2	1	—

¹ Includes ungraded, Binet, and vocational.TABLE 16.—*Percentage of unemployment and progress in regular school for employed boys and girls attending continuation school; Newark, N. J.*

Length of work history and percentage of unemployment	Employed boys and girls attending continuation school							
	Boys				Girls			
	Total	Progress in regular school			Total	Progress in regular school		
		Re-tarded	Normal and advanced	Not reported ¹		Re-tarded	Normal and advanced	Not reported ¹
Total.....	750	248	291	211	845	292	358	195
Work history 12 months or more....	186	42	91	53	242	61	114	67
Percentage of unemployment:	79	16	43	20	100	34	42	24
No unemployment.....	31	8	16	7	31	4	18	9
Less than 5 per cent.....	15	2	8	5	26	6	12	8
5 per cent, less than 10.....	15	5	4	6	17	2	11	4
10 per cent, less than 20.....	17	6	6	5	26	4	13	9
20 per cent, less than 30.....	10	2	4	4	14	4	6	4
30 per cent, less than 40.....	6	1	4	1	10	3	3	4
40 per cent, less than 50.....	5	—	3	2	11	2	6	3
50 per cent and more.....	8	2	3	3	7	2	3	2
Not reported.....	—	—	—	—	—	—	—	—
Work history less than 12 months....	564	206	200	158	600	231	242	127
Length not reported.....	—	—	—	—	3	—	2	1

¹ Includes ungraded, Binet, and vocational.

Of the boys who had been at work at least one year, 45 per cent and of the girls 43 per cent had had no unemployment, and 17 per cent of the boys and 13 per cent of the girls had had a period or

periods of unemployment amounting in all to less than 5 per cent of the time since they had first started to work. The majority of the group working a year or longer had been out of work, in other words, less than 2.6 weeks for each year of their working lives, or not at all. This confirms the finding in the Cincinnati study, in which the statement is made that "the prevailing idea that beginners are unemployed more than they are employed during the first year or two of labor gets no confirmation" from the data collected.³⁹ During each of the first four years of their working lives more than half the Cincinnati children had been employed throughout the year without the loss of a single week, though the student of the figures is warned that conditions no doubt differ from city to city and that Cincinnati may have presented unusually stable conditions. The warning is equally applicable to the findings in Newark.

Although the majority of the Newark continuation-school children reported little unemployment, a number had been out of work a large part of the time since leaving school. Thirty-eight (21 per cent) of the boys who had been at work a year or longer and 61 (26 per cent) of the girls had been unemployed from one-fifth to four-fifths or more of the time. More unemployment was found among the children in Newark than in Paterson. (See p. 63.) According to the New Jersey law working children between 14 and 16 years of age are required to attend school 20 hours a week when they are temporarily unemployed. (See footnote 3, p. 2.) In Newark, at the time of this study, children who were out of work, like all working children, were required merely to attend continuation school for six hours a week, though in a few other New Jersey cities at that time an effort was being made to meet more adequately the problem of the unemployed child. (For the method of dealing with temporarily unemployed children in Paterson see p. 63.)

AGE AT BEGINNING WORK

It has already been pointed out that none of the children who had been 15 years old on going to work had been working as long as one year. Hence, the relation, if any, between unemployment and the age of the beginner can be shown only for the group who had been at work less than one year. Although this group is less significant with regard to unemployment than if their working lives had been longer, it may be of interest to point out that on comparing the boys who had been 14 years of age or younger on going to work (and had been at work less than 12 months) with those who had been 15, it is found that approximately the same proportion (74 per cent and 76 per cent, respectively) had been unemployed less than 5 per cent of the time or not at all, as compared with 67 per cent of the girls 14 years or younger and 75 per cent of the girls who were 15 years old when starting their regular working lives. (See Table VIII, p. 83.)

EDUCATION

School attainment.

The relation between unemployment and the school grade completed is shown in Table 15. Although among both boys and girls, a tendency is seen for unemployment to decrease as school attainment

³⁹ An Experimental Study of Children, p. 562.

increases, the numbers completing each grade, at least among those whose industrial histories are of the most significance (that is, the group which had worked at least one year), are too small to support definite conclusions in regard to the completion of single grades. Comparison is, therefore, confined to those who had completed the eighth grade and those who had not. The number of boys reporting an industrial history of at least one year who had had no unemployment, or periods of unemployment totaling less than 5 per cent of their working lives, was 76 of the 129 who had left school before completion of the eighth grade but 32 of the 47 who had completed the eighth grade. The number who had been out of work one-fifth or more of the time was 32 of the 129 who had not completed the eighth grade but only 6 of the 47 who had completed the eighth grade. Among the girls the eighth-grade graduates and the others were more nearly alike in the amount of unemployment.

In Cincinnati the upper-grade children had a somewhat better record in regard to unemployment during their first few years at work than the lower-grade children. In the case of both boys and girls there was more unemployment, at least during the first two years of work, among those who had completed only the fifth grade than among those who had completed a higher grade.⁴⁰

Retardation.

Girls and boys who had reached normal grades for their ages appear to have had no advantage with regard to unemployment over children who had failed to do so, although the numbers of retarded (42 boys and 61 girls) in the more significant group, those who had worked at least one year, are too small definitely to prove or disprove this conclusion. There seems to be almost no difference in the amount of unemployment reported by boys and girls who had been retarded in school and those who had not, although retarded girls appear to have had slightly less unemployment than other girls. (Table 16.)

Among the child workers of Boston, although a positive relation between amount of unemployment and retardation was discovered among the boys, the girls most backward in school in the group who had worked at least one year had the lowest percentage of unemployment, and the advanced girls had more unemployment than girls in normal grades for their ages. To quote from the report of the study:

This peculiarity in the figures for the girls, together with the high percentage of unemployed time among the native girls of native parentage, leads to the suspicion that not all this unemployment was involuntary. In part, however, this high percentage was doubtless due to the fact that the native girls of native parentage who had completed higher grades than normal for their ages were more likely than were girls of any other group to seek employment in department and other stores, and perhaps in other occupations where the work was unsteady, rather than in factories where short-time positions were comparatively rare. * * * Special reasons may have existed for the retardation of many of these children which did not affect their ability to hold positions in industry. As already seen, many of them were foreign born and were doubtless more handicapped in school than in industry by difficulties with the language.⁴¹

However, the Cincinnati study revealed a relationship between mental inferiority and unemployment similar to the Children's Bureau findings as to the relationship between retardation in school and unemployment: Although mentally superior boys in the Cin-

⁴⁰ An Experimental Study of Children, pp. 559-564.

⁴¹ The Working Children of Boston, p. 192.

cinnati group had an advantage over the mentally inferior in the amount of unemployment, mentally inferior girls had less unemployment than those of superior mentality.⁴² This would seem to offer some support for the conclusion that working girls who have been retarded in school have relatively little unemployment rather because of the kind of work they engage in and their attitude toward work than because their retardation in school may have been due chiefly to causes other than mental inferiority.

STEADINESS AT WORK

DURATION OF FIRST POSITIONS

A little more than half the employed continuation-school pupils were still in their first positions when the Children's Bureau inquiry was made. But it must be remembered that their industrial lives had been short. As other studies of workers under 16 years of age show, these young people did not hold the first positions they took after leaving school more than a few months. (See Table IX, p. 84.) Of the boys whose first positions had come to an end, 17 per cent had worked in them less than one month and 48 per cent less than three months, while only 24 per cent had kept them six months or longer; for the girls whose first positions had ended, these proportions were almost exactly the same. Although among the children who had never changed positions were a great many who had been working but a few weeks or months, relatively more of these children than of those who had made a change—half the boys and three-fifths of the girls—had been in their first positions at least six months. Among both those whose first positions had terminated and those who still held their first positions when they replied to the questionnaires, and among both boys and girls, children who had been 14 years old or younger on first going to work had held their first positions a longer time than 15-year-old children. It may be that the older children had more choice of jobs than younger ones and so were enabled to change more readily. Younger children, also, were less frequently retarded, and retarded children showed a tendency to shift from position to position more readily than the others. (See p. 43.)

Among boys, apprentices had held their first positions the longest, telegraph messengers the shortest time. Among girls, salesgirls and domestic servants had the most short-time positions, and miscellaneous clerks and bundle, messenger, errand, and office girls had stayed longest in their first positions.

In its study of the working children of Boston the Children's Bureau found that the girls, in contrast to the Newark girls in the present study, had kept their first positions a shorter time than the boys, 60 per cent of the girls' first positions which had terminated compared with 49 per cent of the boys' having lasted less than three months.⁴³

CLASSIFICATION ACCORDING TO STEADINESS

In attempting to ascertain whether these young beginners were characterized by steadiness or lack of steadiness in the early months of their employment it is necessary to make some classification that will take into account variations in the length of time they had been

⁴² An Experimental Study of Children, p. 630.

⁴³ The Working Children of Boston, p. 361.

working. Obviously the amount of shifting is not accurately indicated by the number of positions that the children held if these changes from one position to another are considered without reference to the length of their industrial lives. The workers have been grouped, therefore, according to the average number of positions they had held within different periods of time.⁴⁴ One of the groups consisted of children who held but one position within a year or more of work history (class A in Tables 17-20); another of children who, on an average, held one position within each period of six months to one year (class B); another of children holding new positions on an average within each period of three to six months (class C); and another of children averaging more than one position every three months (class D). In such a classification a difficulty arises in regard to children who had worked only a short period when they answered the questionnaire and were still in their first positions. Time alone could tell whether or not these children were steady workers. In order to avoid the difficulty, children who had worked less than one year and were still in the same positions in which they had started were regarded as "indeterminate" cases. The first two groups, or classes A and B, are not regarded as unsteady workers, though the first is more steady than the second; the third group tended toward unsteadiness at work, and the fourth group may be characterized as definitely unsteady.

In using such a classification the difficulty lies in the fact that the number of positions held, even within a specified period, may not reflect actual steadiness or unsteadiness of the worker, inasmuch as a worker recorded as having had but one position, say, in six months, may have held that position but a few days and have remained idle all the rest of the six months. It is only where such "steadiness" is associated with a low percentage of unemployment that it can be regarded as true steadiness at work. Because of the necessity of including among the so-called "steady" workers some children whose steadiness was only apparent it is the proportion which was definitely unsteady rather than the proportion which was steady, that is of greatest significance in making comparisons between these groups. Obviously, also, the reason for changing positions may lie in the industrial situation or in the opportunity a child has to better himself at work, as well as in restlessness or inability to fill a position satisfactorily. Only where the shifting from job to job is repeated is there valid reason to believe that it is due to real instability.

Table 17 gives for each sex the results of the classification. The most striking fact revealed in this table is the great unsteadiness in the sense of shifting from position to position shown by the children who had been working less than a year. The exclusion from the group working less than a year of the children who were still in their first position—that is, those for whom relative unsteadiness could not be determined, though presumably in many cases they were the most steady—exaggerates the unsteadiness of that group. But even if all of those who had been working less than a year and were still in their first positions are assumed to have been steady or fairly steady workers, the percentage who were definitely unsteady would be 22 for the boys and 20 for the girls, as compared with 3 per cent

⁴⁴ The classification is the same as that used by the Children's Bureau in *The Working Children of Boston*, pp. 186-187.

and 1 per cent, respectively, of the boys and girls whose working life had lasted at least one year.

TABLE 17.—*Steadiness at work¹ and duration of work history for employed boys and girls attending continuation school; Newark, N. J.*

Steadiness at work	Employed boys and girls attending continuation school						Not reported
	Total		Duration of work history				
			Under 12 months		12 months or over		
	Number	Per cent distribution	Number	Per cent distribution	Number	Per cent distribution	
Boys.....	750		564		186		
Steadiness reported.....	446	100	260	100	186	100	
Class A—Steady.....	64	14			64	34	
Class B—Fairly steady.....	67	15	10	4	57	31	
Class C—Restless.....	187	42	128	49	59	32	
Class D—Unsteady.....	128	29	122	47	6	3	
Inapplicable.....	304		304				
Girls.....	845		600		242		3
Steadiness reported.....	538	100	296	100	242	100	
Class A—Steady.....	99	18			99	41	
Class B—Fairly steady.....	123	23	37	13	86	36	
Class C—Restless.....	191	36	137	46	54	22	
Class D—Unsteady.....	125	23	122	41	3	1	
Inapplicable.....	304		304				
Steadiness not reported.....	3						3

¹ Class A consists of children who held during work histories of 1 year or more 1 position only. Class B consists of children who held on an average new positions at a rate less than 1 for every 6 months and more than 1 for every 12 months of their work histories. Class C consists of children who held on an average new positions at a rate less than 1 position for every 3 months and more than 1 for every 6 months of their work histories. Class D consists of children who held on an average new positions at a rate more than 1 position for every 3 months of their work histories. The inapplicable group consists of children who each held a single position which had not terminated at the end of a work-history record of less than 1 year's duration; for these, relative steadiness was not determinable.

Among those who had worked a year or longer 23 per cent of the girls and 35 per cent of the boys fall into the two less steady groups. However, these percentages merely reflect the degree to which boys and girls actually exchanged one position for another; when they are considered in the light of the amount of unemployment among the different classes (as is done on pp. 42-43), it is clearly seen that they do not reflect the situation with regard to steadiness in the sense of continuous employment in one position.

A similar situation was found in Paterson. But the opposite tendency was shown by the different sexes among working children under 16 studied by the Children's Bureau in Boston: A much larger proportion of either boys or girls (about one-fourth) were classified as steady workers, and more than half were in one or the other of the two steadier groups⁴⁵ compared with about one-third of the Newark children, but girls had a larger proportion of unsteady workers than boys, though the differences were slight. In the Cincinnati study it was found that girls had fewer shifts of position per year than boys.⁴⁶

⁴⁵ The Working Children of Boston, p. 187. In calculating the proportion the "indeterminate" group is excluded.

⁴⁶ An Experimental Study of Children, p. 603.

UNEMPLOYMENT

Some unemployment is likely to occur with a change of position, especially where the child does not leave his position voluntarily.

Table 18 shows the percentage of unemployment for boys and girls in each of the classes defined on page 40.

TABLE 18.—*Steadiness at work*¹ and percentage of unemployment for boys and girls attending continuation school; Newark, N. J.

Steadiness at work	Employed boys and girls attending continuation school							
	Total	Total re-reported	Percentage of unemployment					
			No unemployment		Less than 10 per cent		10 per cent, less than 20	
			Number	Per cent	Number	Per cent	Number	Per cent
Boys.....	750	711	435	61	115	16	54	8
Class A—Steady.....	64	64	59	92	1	2		
Class B—Fairly steady.....	67	63	12	19	25	40	10	16
Class C—Restless.....	187	174	38	22	64	37	23	13
Class D—Unsteady.....	128	107	23	21	25	23	21	20
Inapplicable.....	304	303	303					
Girls.....	845	821	462	56	122	15	53	6
Class A—Steady.....	99	98	71	72	10	10	6	6
Class B—Fairly steady.....	123	120	23	19	29	24	14	12
Class C—Restless.....	191	183	36	20	65	36	17	9
Class D—Unsteady.....	125	118	30	25	18	15	16	14
Inapplicable.....	304	302	302					
Not reported.....	3							

Steadiness at work	Employed boys and girls attending continuation school							
	Percentage of unemployment—Continued							
	20 per cent, less than 30		30 per cent, less than 40		40 per cent, less than 50		50 per cent and more	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Boys.....	37	5	28	4	13	2	29	4
Class A—Steady.....	2	3					2	3
Class B—Fairly steady.....	7	11	5	8	1	2	3	5
Class C—Restless.....	19	11	10	6	10	6	10	6
Class D—Unsteady.....	9	8	13	12	2	2	14	13
Inapplicable.....								1
Girls.....	62	8	36	4	30	4	56	7
Class A—Steady.....	4	4	1	1	1	1	5	5
Class B—Fairly steady.....	17	14	9	8	12	10	16	13
Class C—Restless.....	21	11	11	6	12	7	21	11
Class D—Unsteady.....	20	17	15	13	5	4	14	12
Inapplicable.....								2
Not reported.....								3

¹ See footnote 1, Table 17 (p. 41).

It was found that frequent changes of position among the Newark continuation-school boys were generally associated with unemployment. Of the boys classified as steady or fairly steady workers 56 per cent had had no unemployment and 16 per cent had been unem-

ployed one-fifth or more of the time during which they had been at work; of those classified as restless, only 22 per cent had never been unemployed, and 28 per cent had been unemployed one-fifth or more of the time; and of the definitely unsteady, although 21 per cent had never been unemployed, 35 per cent had been unemployed at least one-fifth of the time.

Among the girls, however, unemployment was not so consistently related to shifting. The steadiest girls had the least unemployment; of the steady workers 72 per cent had had no unemployment. But of the fairly steady workers only 19 per cent had had none, compared with 20 per cent and 25 per cent of the restless and the very unsteady girls, respectively. The steadiest girls had the smallest proportion (11 per cent) out of work one-fifth or more of their working lives. But the restless had a smaller proportion than the fairly steady with as much unemployment as that (35 per cent compared with 45 per cent), and the most unsteady workers had only slightly more (46 per cent) than the girls who were classified as fairly steady. It would appear that although girls were steadier than boys in the sense that they made fewer changes in a given time, this steadiness was more apparent than real, inasmuch as they were out of work longer than boys. No doubt many of these girls lost or gave up one position and were unable or unwilling to take another. In other words, a girl holding only one position during a given period may have held it only a short time within the period, being idle the rest of the time, while a boy may have held four or five positions during the same period but may have had little or no idleness.

A more consistent relation between shifting and unemployment among girls as well as boys was found in the study of Boston working children.⁴⁷

EDUCATION

Children from the different grade levels showed only slight differences in steadiness at work. (Table 19.) The largest proportion of unsteady workers (36 per cent) was found among boys who had completed only the fifth or a lower grade, and the next largest (31 per cent) among girls from the fifth or a lower grade. Considering only two groups, children who had completed at least the eighth grade and those who had not done so, both boys and girls showed practically no difference in the proportions of unsteady workers.

The tendency to shift from position to position seems to have more relation to retardation in school than to grade attainment. (Table 20.) Among the boys only 8 per cent of those who had been overage for their grades, but 20 per cent of the normal and advanced could be classified as steady workers, although almost as many of the latter (23 per cent) as of the former (28 per cent) are classified as definitely unsteady. Among girls less difference is seen; what difference there is is in favor of the normal and advanced girls, of whom 18 per cent, compared with 16 per cent of the retarded, were steady workers, and 20 per cent compared with 22 per cent were unsteady. It is the proportion that were definitely unsteady, rather than the proportion that were steady, that is of significance in this comparison, for, as has been shown, at least part of the steadiness of the girls was apparent rather than actual.

⁴⁷ The Working Children of Boston, p. 194.

TABLE 19.—*Steadiness at work*¹ and last grade completed in regular school for employed boys and girls attending continuation school; Newark, N. J.

Steadiness at work	Employed boys and girls attending continuation school									
	Total		Last grade completed in regular school							
			Fifth and under		Sixth		Seventh		Eighth and above	
	Number	Per cent distribution	Number	Per cent distribution	Number	Per cent distribution	Number	Per cent distribution	Number	Per cent distribution
Boys.....	750	-----	155	-----	232	-----	112	-----	230	-----
Steadiness reported.....	446	100	97	100	146	100	70	100	123	100
Class A—Steady.....	64	14	14	14	18	12	13	19	17	14
Class B—Fairly steady.....	67	15	17	18	17	12	13	19	20	16
Class C—Restless.....	187	42	31	32	77	53	23	33	50	41
Class D—Unsteady.....	128	29	35	36	34	23	21	30	36	29
Inapplicable.....	304	-----	58	-----	86	-----	42	-----	107	-----
Girls.....	845	-----	191	-----	268	-----	155	-----	197	-----
Steadiness reported.....	538	100	115	100	170	100	105	100	127	100
Class A—Steady.....	99	18	19	17	39	23	10	10	26	20
Class B—Fairly steady.....	123	23	30	26	41	24	13	12	34	27
Class C—Restless.....	191	36	30	26	59	35	56	53	39	31
Class D—Unsteady.....	125	23	36	31	31	18	26	25	28	22
Inapplicable.....	304	-----	76	-----	97	-----	49	-----	69	-----
Steadiness not reported.....	3	-----	-----	-----	1	-----	1	-----	1	-----

¹ See footnote 1, Table 17 (p. 41).TABLE 20.—*Steadiness at work*¹ and progress in regular school for employed boys and girls attending continuation school; Newark, N. J.

Steadiness at work	Employed boys and girls attending continuation school					
	Total		Progress in regular school			
			Retarded		Normal and advanced	
	Number	Per cent distribution	Number	Per cent distribution	Number	Per cent distribution
Boys.....	750	-----	248	-----	291	-----
Steadiness reported.....	446	100	159	100	183	100
Class A—Steady.....	64	14	12	8	37	20
Class B—Fairly steady.....	67	15	24	15	31	17
Class C—Restless.....	187	42	79	50	72	39
Class D—Unsteady.....	128	29	44	28	43	23
Inapplicable.....	304	-----	89	-----	108	-----
Girls.....	845	-----	292	-----	358	-----
Steadiness reported.....	538	100	172	100	240	100
Class A—Steady.....	99	18	28	16	44	18
Class B—Fairly steady.....	123	23	47	27	54	23
Class C—Restless.....	191	36	60	35	95	40
Class D—Unsteady.....	125	23	37	22	47	20
Inapplicable.....	304	-----	120	-----	116	-----
Steadiness not reported.....	3	-----	-----	-----	2	-----

¹ See footnote 1, Table 17 (p. 41)² Includes ungraded, Binet, and vocational.

A similar relation between retardation in school and steadiness at work was shown among the children in the Children's Bureau study of child workers in Boston. The retarded boys in this study had a percentage classed as steady workers of only a little more than half that among boys who had been in normal or advanced grades for their ages, and a little larger percentage that were classed as unsteady. Among the girls a smaller percentage of the retarded than of the others were regarded as steady, but the definitely unsteady group was of the same proportion for both retarded girls and the girls who had completed at least normal grades for their ages.⁴⁸

⁴⁸ The Working Children of Boston, p. 190.

PATERSON

THE CONTINUATION-SCHOOL ENROLLMENT

The number of questionnaires obtained from the Paterson continuation-school children was 671—399 from girls and 272 from boys. These represented presumably all who were present during the selected week. The enrollment in April, 1925, however, was reported as 843—490 girls and 353 boys.¹

Fifteen was the age of 71 per cent of the boys and 74 per cent of the girls answering the questionnaires, of whom the greater number were within six months of their sixteenth birthday. About one-fourth of the pupils were 14 years of age. A few—23 boys and 29 girls, or 8 per cent of the total number from whom questionnaires were obtained—were of foreign birth. The proportion of children with foreign-born fathers was much larger, as might be expected, than in the city as a whole; 63 per cent of the population 10 to 14 years of age and 56 per cent of the population 15 to 19 years were reported by the census of 1920 as of foreign or mixed parentage, whereas 76 per cent of the continuation-school children had foreign-born fathers.² These were mainly Italian. The fathers of 46 per cent of the pupils with foreign-born fathers were born in Italy, 15 per cent in the Netherlands, and the remaining 39 per cent in other foreign countries. (See Table X, p. 85.)

The continuation-school group, like that in Newark, resembled continuation-school groups throughout the State, as indicated by the New Jersey Council of Education figures. (See p. 4.) An interesting point is that in 1922, when the council's figures were obtained, Paterson was the only city of those for which figures were compiled in which boys predominated in the continuation school. By 1925 Paterson had fallen into line in this particular with other New Jersey cities.

Relatively many more of the Paterson than of the Newark children had fathers who were semiskilled factory operatives, and fewer were in laborers' families. Otherwise the families represented in the continuation schools of the two cities were much the same occupationally. The occupations of the children's fathers are listed below, showing the number whose fathers were in each occupation, out of work or retired, or dead or separated from the family.

Total children.....	671
Occupation of father reported:	
Semiskilled factory operatives.....	216
Contractors and foremen in building, and skilled mechanics and machinists.....	84
Laborers.....	59
Retail dealers.....	28
Drivers, chauffeurs, and deliverymen.....	21
Clerical workers, agents, and salesmen.....	16
Domestic and personal service (other than laborers).....	15
Tailors, cobblers, and bakers.....	15
Public service (other than laborers).....	9
Other.....	95
Occupation of father not reported.....	18
No occupation.....	12
No father.....	83

¹ In addition to children attending the Paterson continuation school approximately 100 Paterson children of continuation-school age worked outside the city and so were not required to attend continuation school in Paterson.

² Fourteenth Census of the United States, 1920, vol. 2, Population, p. 334. Washington, 1922.

THE WORKING GROUP

The working group included 662 children (272 boys and 390 girls) whose age and sex are shown in Table 21. The remaining 9 continuation-school children were girls (7 from foreign families) who had never been employed since leaving school, although a period of several months to more than a year had elapsed at the time the study was made. They reported, however, that they had been doing housework at home.

Almost all the working children (636 of the 662) were employed at the time of the inquiry. Only 4 per cent were temporarily unemployed, a much smaller percentage than reported unemployment in Newark. (See p. 5.) This may have been partly the result of the policy of the Paterson schools in returning unemployed children to regular day school. The activity of the Paterson continuation school in vocational guidance and placement also had a favorable effect, no doubt. The continuation school had a vocational counselor who gave practically all her time to counseling and placement. She reported that she gave classroom talks on occupations and the qualifications needed for them, occupational opportunities in Paterson, the State labor laws, and other topics of special interest to working children; that she took all pupils once a year on an industrial tour of the city, including factories, stores, the telephone company, hospitals, and all other places in which young persons were likely to find work; and that she prepared leaflets on the various industries in Paterson, which were mimeographed and distributed to continuation-school pupils. She regularly gave the last hour and a quarter of the day to placement work. She had visited every factory in Paterson employing children under 16 and had made a list, revised annually, of places that she considered suitable for children, on the basis of sanitation, wages, hours, and other points. No child, she also reported, was ever sent to a new place that had not been investigated. Each child placed by the counselor was asked to come and have a talk with her if he were considering leaving his position, with the result that readjustments often were made that kept the child contented.

Only two children in the continuation school had worked as long as two years. (Table 21.) One boy had been employed for two years and about four months, starting at the age of 13½ as a salesboy in an ice-cream parlor. The second boy had been employed two years and five months, starting at the age of 13½ as bobbin boy in a silk mill. The median length of industrial life was 7 months for boys and 9 months for girls; for boys of 15 the median was 9 months and for girls 10 months. The median for boys of 14 was 4 months and that for girls 5 months. About half (50 per cent of the boys and 47 per cent of the girls) had held the same position ever since going to work, but the other half had had two to eight positions. The number of positions reported to the Children's Bureau in 1925 corresponds closely to the number reported to the council of education in 1922, as is seen by a comparison of Table 22 and the following percentages for Paterson, compiled from the council figures:

Number of positions	Boys	Girls
	<i>Per cent</i>	<i>Per cent</i>
1.....	49	48
2.....	31	33
3.....	14	12
4 or more.....	6	7

The proportions are similar also to those for the entire State in 1922, and for Newark, both in 1922 and in 1925. (See p. 6 and Table F, p. 94.)

TABLE 21.—*Length of work history and age at date of inquiry for employed boys and girls attending continuation school; Paterson, N. J.*

Length of work history	Employed boys and girls attending continuation school ¹					
	Boys			Girls		
	Total	Age at date of inquiry		Total	Age at date of inquiry	
		14 years	15 years		14 years	15 years
Total.....	272	78	194	1 390	100	289
Less than 1 month.....	14	8	6	19	5	3
1 month, less than 2.....	18	5	13	16	9	7
2 months, less than 3.....	21	9	12	29	11	18
3 months, less than 6.....	73	36	37	100	40	60
6 months, less than 9.....	35	10	25	47	20	27
9 months, less than 12.....	50	10	40	84	13	71
12 months, less than 18.....	44	-----	44	54	-----	54
18 months, less than 24.....	15	-----	15	48	-----	48
24 months and more.....	2	-----	2	-----	-----	-----
Not reported.....	-----	-----	-----	3	2	1

¹ Includes 1 girl under 14 years of age.

TABLE 22.—*Number of regular positions held and age at date of inquiry for employed boys and girls attending continuation school; Paterson, N. J.*

Number of regular positions held	Employed boys and girls attending continuation school											
	Boys						Girls					
	Total		Age at date of inquiry				Total		Age at date of inquiry			
	Number	Per cent distribution	14 years		15 years		Number	Per cent distribution	14 years		15 years	
			Number	Per cent distribution	Number	Per cent distribution			Number	Per cent distribution	Number	Per cent distribution
Total	272	100	78	100	194	100	1 390	100	100	100	289	100
1.....	137	50	40	51	97	50	1 182	47	59	59	122	42
2.....	75	28	26	33	49	25	130	33	30	30	100	35
3.....	39	14	10	13	29	15	55	14	7	7	48	17
4.....	17	6	2	3	15	8	16	4	3	3	13	4
5 or more.....	4	1			4	2	7	2	1	1	6	2

¹ Includes 1 girl under 14 years of age.

TERMINATION OF SCHOOL LIFE

AGE AT LEAVING SCHOOL

For the children attending continuation school, 14 was a more common age for leaving regular school than 15. Only 26 per cent of the boys and 16 per cent of the girls had remained in school until they were 15 years old. (Table 23.) About half (49 per cent of the boys and 50 per cent of the girls) had discontinued school within six months after their fourteenth birthday. Moreover, 11 boys (4 per cent) and 26 girls (6 per cent) had left school before they were 14. Some of these children probably became 14 in the summer following their last year in school, so that they were not legally required to return to school in the fall; but 8 children under 14 had left during the school year, in some cases very near the end of the year. All except one were between 13 and 14. The exception was a girl who stated that she had left school at 12, after completing the eighth grade, and who had remained at home for two years before going to work. Sixteen of the 26 girls and 6 of the 11 boys leaving before the age of 14 had completed the eighth grade and 1 girl had finished a year of high school—relatively more than among children leaving school at 14 or later—so that graduation from the eighth grade no doubt was the occasion for leaving in a number of cases.

TABLE 23.—*Last grade completed and age at date of leaving regular school for boys and girls attending continuation school; Paterson, N. J.*

Last grade completed in regular school	Boys and girls attending continuation school						
	Total	Age at date of leaving regular school					
		Under 14 years	14 years, under 14½	14½ years, under 15	15 years, under 15½	15½ years, under 16	Not reported
Boys.....	272	11	132	58	57	14	-----
Fourth.....	1	-----	1	-----	-----	-----	-----
Fifth.....	54	1	32	10	11	-----	-----
Sixth.....	67	1	38	15	11	2	-----
Seventh.....	38	2	21	7	8	-----	-----
Eighth.....	87	6	33	20	19	9	-----
Ninth and tenth.....	22	-----	6	6	7	3	-----
Vocational.....	1	-----	-----	-----	1	-----	-----
Not reported.....	2	1	1	-----	-----	-----	-----
Girls.....	399	26	200	108	54	10	1
Fourth.....	3	-----	2	1	-----	-----	-----
Fifth.....	65	4	29	22	9	1	-----
Sixth.....	96	2	68	16	10	-----	-----
Seventh.....	41	3	23	8	7	-----	-----
Eighth.....	156	16	67	47	19	6	1
Ninth and tenth.....	37	1	10	14	9	3	-----
Not reported.....	1	-----	1	-----	-----	-----	-----

The girls, whether of native or of foreign parentage, had tended to leave school earlier than the boys. Thus, 85 per cent of the girls whose fathers were natives of the United States and 83 per cent of those with foreign-born fathers had left school before the age of 15, whereas this proportion was 67 per cent for boys whose fathers were natives and 77 per cent for those whose fathers were foreign born.

Girls with native fathers, more than boys, had left school as soon as the law permitted; 49 per cent, compared with 38 per cent of the boys, had stopped school between the ages of 14 and 14½. But among children from foreign families approximately the same proportion of boys as of girls—53 per cent of the boys and 50 per cent of the girls—had left between these ages. According to the New Jersey Council of Education's figures, also, continuation-school girls discontinued regular school earlier than boys. The proportion remaining in school up to the age of 15, however, was larger for both boys and girls in 1925 than it was in 1922, the year of the council's study, when only 15 per cent of the boys and 13 per cent of the girls reported staying in school until they were 15, compared with 26 per cent and 16 per cent, respectively, at the time of the Children's Bureau study. The tendency of girls leaving school in the group who leave school between the ages of 14 and 16, to leave at an earlier age than boys in this group has been noted for Newark and for the State as a whole. (See p. 8.) In Paterson as in Newark, a larger proportion of boys than of girls of high-school age attended high school, about one-third of the boys and one-fourth of the girls in the city being enrolled in 1925.³

SCHOOL GRADE COMPLETED

The largest number of the continuation-school pupils (243) had graduated from the eighth grade before leaving regular school. In addition, 59 had completed at least one year of the high-school course. In other words, 45 per cent of the children (41 per cent of the boys and 48 per cent of the girls) had at least an eighth-grade education. (Table 23.) On the other hand, 119 children (18 per cent) had acquired only the minimum amount of schooling permitted for an employment certificate, and 4 others reported that they had failed to complete even the fifth grade, as was required under the law at that time. These four (three girls and one boy) had been in the fifth grade but had failed of promotion.

As is the case in Newark, the figures of the State council of education for Paterson collected in 1922 show a larger proportion of the continuation-school pupils as having completed at least the eighth grade (52 per cent compared with 45 per cent of the children reporting to the Children's Bureau) and a very much larger proportion as having completed at least part of the high-school course (20 per cent compared with 9 per cent). (See Table D, p. 93.) A possible explanation for the difference has been offered on page 10. The proportion of the Paterson continuation-school children reporting to the Children's Bureau in 1925 that they had completed the eighth or a higher grade was larger than in Newark but smaller than the proportion among working children 14 and 15 years of age representing a large part of the country (45 per cent compared with 59 per cent), as indicated by statistics of employment-certificate issuance in 1928 collected by the Children's Bureau. (See p. 10.)

³ These proportions are compiled from the population of each sex, 15 to 19 years of age, as shown by the Federal census of 1920 (Fourteenth Census of the United States, 1920, vol. 2, Population, p. 344) and the enrollment in the Paterson high schools in June, 1925. (See Annual Report of the Board of Education of Paterson, N. J., for the year ending June 30, 1925, p. 84, Paterson, 1925.)

SCHOOL PROGRESS

Measured by the standard described (pp. 10-11), 42 per cent of the boys and 31 per cent of the girls reporting (see footnote 13, p. 11) had been retarded; that is, they had been over the normal age for the grades they were in when they left school. (Table 24.) Among the girls 33 per cent of those whose fathers were born in the United States and 27 per cent of those with foreign-born fathers had been retarded. A larger proportion of boys than of girls were retarded; 42 per cent of those whose fathers were native born and of those whose fathers were foreign born had been below normal grades for their ages. Children from Polish and Italian families had the largest percentages of retarded. (See Table XI, p. 85.)

TABLE 24.—*Progress in regular school and age at date of leaving regular school for boys and girls attending continuation school; Paterson, N. J.*

Age at date of leaving regular school	Boys and girls attending continuation school										
	Total	Progress in regular school									
		Total re- ported	Retarded		Normal		Advanced		Not re- ported ¹		
			Total		1 year	2 years and more	Num- ber	Per cent ¹		Num- ber	Per cent ¹
			Num- ber	Per cent ¹							
Boys.....	272	194	81	42	56	25	94	48	19	10	78
Less than 14 years.....	11	8	1	—	1	—	5	—	2	—	3
14 years, less than 14½.....	132	94	34	36	25	9	50	53	10	11	38
14½ years, less than 15.....	58	44	23	—	16	7	16	—	5	—	14
15 years, less than 15½.....	57	42	21	—	12	9	19	—	2	—	15
15½ years, less than 16.....	14	6	2	—	2	—	4	—	—	—	8
Girls.....	399	316	99	31	59	40	168	53	49	16	83
Less than 14 years.....	26	24	4	—	1	3	17	—	3	—	2
14 years, less than 14½.....	200	167	46	28	34	12	90	54	31	19	33
14½ years, less than 15.....	108	92	35	38	14	21	45	49	12	13	16
15 years, less than 15½.....	54	30	13	—	9	4	14	—	3	—	24
15½ years, less than 16.....	10	3	1	—	1	—	2	—	—	—	7
Not reported.....	1	—	—	—	—	—	—	—	—	—	1

¹ Not shown where number of children is less than 50.

² Includes vocational.

Judging from figures for a large number of other cities (no comparable ones being available for Paterson⁴), the Paterson, like the Newark, continuation-school boys were somewhat more frequently retarded than boys of the same ages who stay in regular school, though the difference was slight. Unlike those in Newark, the Paterson girls were retarded no more frequently than school girls of the same ages. (See p. 11.) The proportion who had been in advanced grades for their ages (10 per cent of the boys and 15 per cent of the girls) was larger in Paterson than in Newark, and was larger for both boys and girls in Paterson than in the country as a whole. (See

⁴ Figures showing the percentage of Paterson school children who were retarded are available for Paterson, but not by sex. Comparison of 14 and 15 year old continuation-school children and regular-school children shows that 35 per cent of the former compared with 27 per cent of the latter were overage for their grades, but that 13 per cent of the former compared with 11 per cent of the latter were underage or advanced. (Percentages for regular-school children computed from Annual Report of the Board of Education of Paterson, N. J., 1925, pp. 88-89.)

p. 12.) In Paterson, unlike Newark, it was the children with native fathers who were more often in advanced grades for their ages than the children with foreign fathers.

REASONS FOR LEAVING SCHOOL

It will be recalled that the children were not asked their reasons for leaving school, but that some of the information obtained furnished indirect evidence on this point. (See p. 12.) For example, only 12 per cent of the continuation-school children in Paterson came from families in which the fathers were dead or absent from home. This is about the same proportion of fatherless children as is likely to be found in any group of these ages (see p. 12), so that the death or absence of fathers as a reason for leaving school and going to work does not seem to be indicated. The death or absence of the father as a motive for leaving appeared to be of less importance, if any, for girls than for boys, as 10 per cent of the girls compared with 16 per cent of the boys were fatherless. Although it would be of interest to compare the proportion of children from fatherless homes by country of birth of the father, most of the groups are too small to furnish significant figures.

The available facts indicative of home conditions taken in conjunction with the death or absence of fathers seem to point to the conclusion that the economic motive may have been stronger, though but little, in sending boys to work than girls—the reverse of the situation found in Newark. The proportion of girls whose fathers were laborers was 9 per cent and of boys 10 per cent, and the proportion whose fathers were out of work or were retired was 2 per cent for both girls and boys. Hence, 21 per cent of the girls and 28 per cent of the boys came from families in which the father was dead or absent, a laborer, or out of work—in a word, handicapped families. It may be possible that girls went to work more often, even though the family situation did not demand it, because of the readiness with which they could get work in the silk mills. This supposition receives some support from the fact that 37 per cent of the girls, compared with 26 per cent of the boys, were in families in which the fathers were semiskilled operatives in silk mills.

Retardation, as well as economic pressure, seemed to be a less important factor in eliminating girls than boys, and this, too, was the reverse of what was found in Newark. The boys had been considerably more retarded in school than the girls, at whatever age they had left. (Table 24.) The close correspondence in the proportions of the continuation-school children who had been overage for their grades in the regular school with the overage for either boys or girls (see p. 11) suggests that retardation had had little influence in causing withdrawal from school. It may be noted that only 16 of the 46 retarded boys and 25 of the 49 retarded girls between 14½ and 16 years of age, who reported on this point, had been obliged to stay in school because they could not meet the educational requirement for a work permit. The others, who had passed the age of 14 and had completed the fifth grade, had been held in school apparently by some advantage that they believed additional schooling gave, or else they were unable to get work.

AGE AT BEGINNING WORK

Table 25 shows for girls and boys the age at which they took their first regular positions after leaving school.⁵ The largest number had begun to work when between 14 and 14½ years of age; that is, approximately as soon as the law permitted them to do so. But 5 boys and 3 girls had been under 14 when first going to work. These had all been between 13½ and 14 years, and 5 of the 8 had completed the elementary-school course; 2 of the girls had gone into silk mills or dye works. Seventy-seven per cent of the children who had ever been employed (81 per cent of the girls and 72 per cent of the boys) had begun working before the age of 15. Compared with children of 14 and 15 throughout the country receiving employment certificates for their first positions, the Paterson children were unusually young. Of the employment certificates issued to 14 and 15 year old children in 1928 and reported on to the Children's Bureau, only 36 per cent were issued to children under 15 years of age. (See p. 10.)

OCCUPATIONS

FIRST POSITIONS

Even more than those in Newark, Paterson children on leaving school went into factory work. One hundred and thirty-one (48 per cent) of the boys and 320 (82 per cent) of the girls answering the questionnaires had begun their working lives as semiskilled factory operatives; 48 of these boys and 184 of these girls had first been employed in the silk mills. (Table 25.) The clothing industry had absorbed 59 girls, the largest group next to that employed in the silk mills. Very few boys began as factory operatives in any one industry outside the silk mills, but both boys and girls had been employed to some extent in knitting mills, dyeing, finishing, and printing works, other textile mills, such as flax, jute, and carpet mills, and a miscellaneous group of manufactures. (See Table XII, p. 86.) Besides the factory operatives, the largest group of boys (23) were salesboys; the next largest (22) were bundle, cash, messenger, errand, and office workers; and the third largest (20) were delivery boys. No other single group of the remaining 76 boys contained as many as 20. A few boys were shipping clerks and stock clerks or their assistants. Only 70 girls had begun in any other capacity than that of semiskilled factory operative. Among the 70 were 33 salesgirls in stores, 13 in housework, and a few in clerical occupations, waitress work, and work in laundries.

⁵ Very few children in Paterson had done any vacation work before leaving school.

TABLE 25.—*Occupation and industry of first regular position and age at date of beginning regular work for employed boys and girls attending continuation school; Paterson, N. J.*

Occupation and industry of first regular position	Employed boys and girls attending continuation school							
	Boys				Girls			
	Total	Age at date of beginning regular work			Total	Age at date of beginning regular work		
		Under 14 years	14 years	15 years		Under 14 years	14 years	15 years
Total.....	272	5	192	75	1 390	3	312	74
Manufacturing and mechanical.....	155	1	112	42	328	2	267	59
Apprentices.....	11		7	4	6		6	
Laborers.....	13		10	3	1		1	
Semiskilled operatives.....	131	1	95	35	320	2	260	58
Occupation not reported.....					1			1
Transportation.....	8		5	3				
Telegraph messengers.....	2		2					
Other.....	6		3	3				
Trade.....	63	4	41	18	1 34		25	8
Salesboys and salesgirls.....	23	2	12	9	1 33		24	8
Delivery boys.....	20	1	18	1				
Other and not reported.....	20	1	11	8	1		1	
Domestic and personal.....	10		8	2	21	1	16	4
Housework.....					13	1	10	2
Other.....	10		8	2	8		6	2
Clerical.....	33		24	9	7		4	3
Bundle, cash, messenger, errand, and office boys and girls.....	22		16	6	2		2	
Other.....	11		8	3	5		2	3
Other.....	3		2	1				

¹ Includes 1 girl for whom age was not reported.

According to the State council of education 46 per cent of the children in the Paterson continuation school in 1922 had found their first jobs without assistance, 29 per cent had been aided by members of their families, 23 per cent had had the help of friends, and 2 per cent of the boys, but none of the girls, had obtained positions by answering advertisements. Less than 1 per cent of the children had had help from school agencies. The majority of the girls (59 per cent) had relied on aid from family and friends; the majority of the boys (51 per cent) had trusted entirely to their own efforts. (See Table E, p. 94.)

LAST POSITIONS

In their last positions a larger proportion of both girls and boys were employed as factory operatives than in first positions. (See Table XII, p. 86.) Eighty-six per cent of the girls reported that they were semiskilled operatives, of whom the majority were in silk mills. Only 55 of the 390 girls employed at the time of the inquiry had employment other than as factory operatives. Relatively more girls were employed in silk mills and relatively fewer in clothing factories than at the beginning of their working lives, relatively fewer were

engaged in housework in their last positions compared with their first, and fewer were salesgirls, but more were clerical workers. Among the boys the principal groups other than factory operatives, which included 53 per cent, were bundle, cash, errand, and office boys, laborers in factories and in hand and building trades, salesboys, and delivery boys; these occupations and industries engaged 23 per cent of the total number of boys. The remaining 24 per cent were in various other lines of work. Compared with first positions relatively fewer boys were salesboys or did delivery work.

A small group of the children, consisting of 13 boys and 10 girls, were employed by their parents. Six of these boys helped carpenters or building contractors, three helped in stores, one was a waiter in his mother's restaurant, one was a junk collector's, another a fruit peddler's assistant, and one was employed as a bobbin boy in his father's mill. Eight of the girls sold in their parents' bakeries or fruit or candy shops; one was a picker in a silk mill and the other a stenographer in her father's real-estate office.

AGE AT BEGINNING WORK

Slight differences related to the child's age are seen in the occupations and industries entered on leaving school. Boys under 15 years of age relatively more often than the older ones began as semiskilled factory operatives or in other manufacturing and mechanical occupations. (Table 25.) About the same proportion became bundle, errand, messenger, and office boys, or did miscellaneous clerical jobs (8 per cent and 4 per cent, respectively, in each group reported these two types of work), and a proportion only slightly smaller (7 per cent compared with 12 per cent) went into sales work as an initial occupation. The most striking difference is that 10 per cent of the boys under 15 and only 1 per cent of the 15-year-old boys had begun in delivery work. This is the opposite of the situation in Newark, where the older boys were more likely to be hired for delivery service. (See p. 19.)

Among the girls 83 per cent of those who had been under 15 when first going to work and 78 per cent of the 15-year-old girls had started as semiskilled operatives in factories, 11 per cent of the older group and 8 per cent of the younger had begun in selling jobs, 3 per cent of each had been houseworkers, and 4 per cent of the 15-year-old girls but only 1 per cent of the younger ones had entered clerical occupations. It will be perceived that there was little difference in initial occupations between the two age groups, though the older girls more than the younger tended to take positions in stores or as clerical workers. The occupations enumerated above account for 95 and 96 per cent of the girls in these two age groups.

EDUCATION

Some differences in occupational distribution were associated with the school grade that the children had completed in regular school. As in Newark and other similar surveys, it was found that factory work predominated to a greater extent among children from the lower grades than among children who had completed at least the elementary-school course before leaving.

Table 26 shows for beginners the proportion in the outstanding occupational groups according to whether they had completed grades below the sixth, the sixth or the seventh grade, or the eighth or a

higher grade. Whatever the grade, the largest proportion of boys had begun as factory operatives, but boys completing the eighth grade or part of the high-school course had the lowest percentage (39) and those completing only the sixth or seventh grades the highest (60). The boys with at least eighth-grade schooling had almost three times as large a proportion as any other grade group classified under manufacturing and mechanical occupations other than as factory operatives, largely because of the larger proportion of apprentices among them. Only one boy below the eighth grade had begun as an apprentice. The proportion of salesboys was higher for eighth-grade graduates than for either of the other groups, and the proportion of boys in bundle, messenger, errand, and office work was many times that of boys who had left school before the completion of the sixth grade and several times that of those completing only the sixth or seventh grade. Boys who had never completed a grade higher than the fifth had an unusually large proportion (42 per cent compared with 22 per cent of boys from other grades) listed in occupations other than these principal occupational groups. Most of these boys were helpers in stores, other than in selling work, or were in domestic and personal service.

TABLE 26.—*Occupation and industry of first regular position and last grade completed in regular school for employed boys and girls attending continuation school; Paterson, N. J.*

Occupation and industry of first regular position	Employed boys and girls attending continuation school									
	Boys					Girls				
	Last grade completed in regular school					Last grade completed in regular school				
	Total	Fifth or below	Sixth and seventh	Eighth or above	Not reported ¹	Total	Fifth or below	Sixth and seventh	Eighth or above	Not reported ¹
Total.....	272	55	105	109	3	390	66	135	188	1
Manufacturing and mechanical.....	155	27	68	58	2	328	57	114	156	1
Apprentices.....	11	—	1	10	—	6	—	2	4	—
Semiskilled operatives.....	131	24	63	42	2	320	57	111	151	1
Others in factories.....	5	2	2	1	—	—	—	—	—	—
All other.....	8	1	2	5	—	1	—	—	1	—
Occupation not reported.....	—	—	—	—	—	1	—	1	—	—
Transportation.....	8	2	4	1	1	—	—	—	—	—
Telegraph messengers.....	2	1	1	—	—	—	—	—	—	—
Other.....	6	1	3	1	1	—	—	—	—	—
Trade.....	63	21	20	22	—	34	1	12	21	—
Salesboys and salesgirls.....	23	4	7	12	—	33	1	12	20	—
Delivery boys.....	20	7	8	5	—	—	—	—	—	—
Other and not reported.....	20	10	5	5	—	1	—	—	1	—
Domestic and personal.....	10	3	3	4	—	21	7	8	6	—
Housework.....	—	—	—	—	—	13	6	5	2	—
Other.....	10	3	3	4	—	8	1	3	4	—
Clerical.....	33	1	9	23	—	7	1	1	5	—
Bundle, cash, messenger, errand, and office boys and girls.....	22	1	5	16	—	2	—	1	1	—
Other.....	11	—	4	7	—	5	1	—	4	—
Other.....	3	1	1	1	—	—	—	—	—	—

¹ Includes vocational

Among the girls the proportion who had started their working lives as semiskilled factory operatives was about the same (approximately four-fifths) for each of the grade levels, though somewhat smaller for eighth-grade graduates. Only 1 per cent of the girls who had completed the eighth grade or had done some high-school work had become houseworkers, whereas 4 per cent of the sixth or seventh grade girls and 9 per cent of those below the sixth became houseworkers. On the other hand, 11 per cent of the girls who had completed at least the elementary-school course, 9 per cent of those from the sixth or seventh grade, and only 2 per cent of those leaving school before completing the sixth grade had obtained selling positions. Although clerical work did not offer many openings to younger workers in Paterson, 3 per cent of the girls with at least eighth-grade schooling and 1 per cent of the girls completing grades below the eighth had initial occupations classified as clerical.

The number of boys and girls from the different grades who had worked as long as one year was too small to indicate whether experience would have changed the occupational distribution of girls and boys with different amounts of schooling.

Among boys the predominance of office work and of apprenticeship and the importance of delivery work among those who had reached at least standard grades for their ages were the chief differences in initial occupations between them and retarded children, as Table 27 shows. The principal difference between girls whose progress in school had been as good as the average or better and retarded girls was the larger percentage of the former taking selling and clerical positions.

TABLE 27.—*Occupation and industry of first regular position and progress in regular school for employed boys and girls attending continuation school; Paterson, N. J.*

Occupation and industry of first regular position	Employed boys attending continuation school						
	Total		Progress in regular school				Not reported ¹
			Retarded		Normal and advanced		
	Number	Per cent distribu- tion	Number	Per cent distribu- tion	Number	Per cent distribu- tion	
Total.....	272	100	81	100	113	100	78
Manufacturing and mechanical.....	155	57	45	56	67	59	43
Apprentices.....	11	4	—	—	5	4	6
Semiskilled operatives.....	131	48	41	51	54	48	36
Others in factories.....	5	2	3	4	2	2	—
All other.....	8	3	1	1	6	5	1
Transportation.....	8	3	4	5	2	2	2
Telegraph messengers.....	2	1	2	2	—	—	—
Other.....	6	2	2	2	2	2	2
Trade.....	63	23	23	28	19	17	21
Salesboys.....	23	8	5	6	10	9	8
Delivery boys.....	20	7	10	12	5	4	5
Other and not reported.....	20	7	8	10	4	4	8
Domestic and personal.....	10	4	5	6	4	4	1
Clerical.....	33	12	2	2	20	18	11
Bundle, cash, messenger, errand, and office boys.....	22	8	2	2	11	10	9
Other.....	11	4	—	—	9	8	2
Other.....	3	1	2	2	1	1	—

¹ Includes vocational.

TABLE 27.—*Occupation and industry of first regular position and progress in regular school for employed boys and girls attending continuation school; Paterson, N. J.—Continued*

Occupation and industry of first regular position	Employed girls attending continuation school						
	Total		Progress in regular school				Not reported
			Retarded		Normal and advanced		
	Number	Per cent distribution	Number	Per cent distribution	Number	Per cent distribution	
Total.....	390	100	97	100	211	100	
Manufacturing and mechanical.....	328	84	83	86	176	83	69
Apprentices.....	6	2	—	—	6	3	—
Semiskilled operatives.....	320	82	83	86	169	80	68
All other.....	1	(²)	—	—	1	(²)	—
Occupation not reported.....	1	(²)	—	—	—	—	1
Trade.....	34	9	4	4	22	10	8
Salesboys and salesgirls.....	33	8	4	4	21	10	8
Other and not reported.....	1	(²)	—	—	1	(²)	—
Domestic and personal.....	21	5	9	9	7	3	5
Housework.....	13	3	6	6	3	1	4
Other.....	8	2	3	3	4	2	1
Clerical.....	7	2	1	1	6	3	—
Bundle, cash, messenger, errand, and office girls.....	2	1	—	—	2	1	—
Other.....	5	1	1	1	4	2	—

² Less than 1 per cent.

WAGES

FIRST POSITIONS

The wages for beginners in Paterson, exclusive of children working for their parents, ranged from \$2.50 to \$30 a week for boys and from \$3 to \$24 a week for girls. The minimum amounts were reported by a 15-year-old bootblack and a girl of 14 who was a child's nurse, and the maximum by two boys and a girl, all of whom worked in silk mills. The median weekly wage had been about \$10.50 for the boys, all of whom had begun work between the summer of 1923 and that of 1925, generally in 1924 or 1925. Factory operatives appeared to have had somewhat higher wages as beginners than the boys going into other work, but the numbers in the occupational groups are too small to yield definite information on this point. Of the 11 boys with wages of more than \$15, 3 worked in silk mills, 3 in dye works, 1 in a steel mill, 1 with a lumber company, 1 was a harness-maker's assistant, 1 a bootblack, and 1 a delivery boy for a butcher.

The girls, in spite of the fact that it was said to be easier for them than for the boys in Paterson to get work, had smaller wages than boys, as in other places. (See p. 29.) The median was \$9, about \$1.50 less than for boys. Only 41 per cent of the girls, compared with 55 per cent of the boys, had wages of at least \$10 a week, and only 4 per cent, compared with 12 per cent, had a weekly wage

of \$15 or more. Seven of the ten girls who had had wages of more than \$15 were employed in silk mills, and the other three also were factory operatives.

The department of attendance of the Paterson public schools, which for a number of years has compiled figures from employers' records showing wages of Paterson children leaving school for work, reported that in 1925, the same year in which the Children's Bureau made its study, the average wage for boys was from about \$9 to \$9.50 and for girls from about \$8.50 to \$8.75, according to the kind of school and the grade last attended.⁶ These averages, it will be seen, are very slightly below the medians as reported by the boys and girls themselves.

LAST POSITIONS

At the time the questionnaires were filled in, 49 per cent of both the boys and the girls were earning between \$10 and \$15 a week. (See Table XV, p. 88.) The median, however, was \$11 for boys and about \$10.50 for girls, only slightly greater than the median wage of the beginners. The increase was greater (between \$2 and \$3 more in the median for each sex) among children who had been at work at least one year. The most striking thing about the wages that the children reported for their last positions is the large proportion receiving at least \$15 a week. This proportion was 11 per cent for the girls and 21 per cent for the boys, almost twice the percentages receiving \$15 or more for their first work in the case of boys and almost three times in the case of girls.

It will be seen from Table XV (p. 88) that 15-year-old children were earning more at the time of the inquiry than 14-year-old children. The median weekly wage for 14-year-old boys was \$10 and for 15-year-old boys \$12; girls of 14 also earned \$10 a week and girls of 15 earned \$11. Part of this difference is due to the longer industrial histories of the older children, and part to the higher wage in their initial positions. (See p. 58.)

The numbers of children in the occupational groups were too small, except in the case of factory operatives, to show the relative differences in wages. Among both boys and girls factory operatives seem to have had slightly larger wages than others. (See Table XVI, p. 89.)

The wages of Paterson continuation-school children as reported to the State council of education in 1922 were smaller than the wages reported to the Children's Bureau in 1925, and girls' wages more nearly approximated those received by boys, as the following figures show:

Earnings	Boys	Girls
Earnings reported to the New Jersey Council of Education, 1922:	<i>Per cent</i>	<i>Per cent</i>
Less than \$5.....	3	3
\$5, less than \$10.....	67	68
\$10, less than \$15.....	25	24
\$15 or more.....	5	4
Earnings reported to the United States Children's Bureau, 1925:		
Less than \$5.....	2	2
\$5, less than \$10.....	27	39
\$10, less than \$15.....	49	49
\$15 and more.....	21	11

⁶ Annual Report of the Board of Education of Paterson, N. J., 1925, pp. 312-313.

The median as reported to the Children's Bureau was about \$2 greater for boys and \$2.50 for girls. The part played in this difference by the increase in general wages between 1922 and 1925 has been discussed on page 30. The difference is greater than was found in Newark. Similar increases in beginners' wages between 1922 and 1925 are shown by the Paterson department of attendance in reports compiled from employers' statements. (See footnote 4, p. 51.)

In view of the relatively good wages of the Paterson girls (compared, for example, with the wages of girls in Newark), it is an interesting point that, according to the council's figures, the Paterson continuation-school girls received higher wages in 1922 than continuation-school girls in the State as a whole, although the Paterson continuation-school boys received smaller wages.

AGE AT BEGINNING WORK⁷

Although it would be of special interest to know whether, after a year or so of working life as well as at the outset, greater maturity and longer schooling had proved an advantage in procuring better wages, the number of Paterson children who had worked as long as one year was too small to give any clear indication of this relation, so that the discussion of wages in this and in the next paragraph is confined to wages in first positions. Boys who had not gone to work until they were 15 years of age were at an advantage with regard to wages in their first positions compared with younger boys. (Table 28.) Thus, 68 per cent of the 15-year-old boys, but only 49 per cent of the 14-year-old boys, had earned \$10 a week or more in their first positions. For girls, delaying the entrance into industry a year seemed to make practically no difference in wages. The proportion of girls having a weekly wage of at least \$10 in their first positions after leaving school was 43 per cent for those who had been 15 on starting to work and 42 per cent for those who had been 14. In Newark it was found that girls as well as boys who had been 15 on first going to work had an advantage in regard to wages. (See p. 31.)

⁷ Too few children in Paterson had done vacation work to attempt to discover the relation between previous work experience and the amount of wages.

TABLE 28.—*Last weekly wage in first regular position and age at date of beginning regular work for employed boys and girls attending continuation school; Paterson, N. J.*

Last weekly wage in first regular position	Employed boys and girls attending continuation school						
	Total		Age at date of beginning regular work				
	Number	Per cent distribution	Under 14 years ¹	14 years		15 years	
				Number	Per cent distribution	Number	Per cent distribution
Boys.....	272		5	192		75	
Wage reported.....	266	100	5	189	100	72	100
No cash wage.....	8	3	1	3	2	4	6
Less than \$5.....	6	2		4	2	2	3
\$5, less than \$10.....	107	40	1	89	47	17	24
\$10, less than \$15.....	113	42	3	72	38	38	53
\$15 and more.....	32	12		21	11	11	15
Wage not reported.....	6			3		3	
Girls.....	² 390		3	312		74	
Wage reported.....	² 385	100	3	307	100	74	100
No cash wage.....	6	2		4	1	2	3
Less than \$5.....	5	1		5	2		
\$5, less than \$10.....	² 215	56	3	171	56	40	54
\$10, less than \$15.....	144	37		113	37	31	42
\$15 and more.....	15	4		14	5	1	1
Wage not reported.....	5			5			

¹ Per cent distribution not shown where number of children is less than 50.² Includes 1 girl for whom age was not reported.

EDUCATION

Differences in wages in first positions were shown by both boys and girls who had completed the eighth grade and those who had not. (Table 29.) Owing to the small numbers of children these differences are probably not significant, although they are corroborated by the findings in Newark (see p. 20) and also by the reports of the Paterson department of attendance, which show slightly higher average wages for beginners, boys or girls, with some high-school training (generally one year or less) than for those leaving school in the elementary grades. (See footnote 6, p. 59.) Fifty-one per cent of the boys who had left school before completing the eighth grade and 58 per cent of those who had remained in school at least until graduation from elementary school earned at least \$10 a week. Among the girls these proportions were 38 per cent and 45 per cent.

TABLE 29.—*Last weekly wage in first regular position and last grade completed in regular school for employed boys and girls attending continuation school; Paterson, N. J.*

Last weekly wage in first regular position	Employed boys and girls attending continuation school					
	Total		Last grade completed in regular school			
	Number	Per cent distribution	Under eighth		Eighth or above	Not reported ¹
			Number	Per cent distribution	Number	Per cent distribution
Boys.....	272	-----	160	-----	109	-----
Wage reported.....	266	100	156	100	107	100
No cash wage.....	8	3	5	3	3	3
Less than \$5.....	6	2	4	3	2	2
\$5, less than \$10.....	107	40	67	43	40	37
\$10, less than \$15.....	113	42	63	40	48	45
\$15 and more.....	32	12	17	11	14	13
Wage not reported.....	6	-----	4	-----	2	-----
Girls.....	390	-----	201	-----	188	-----
Wage reported.....	385	100	197	100	187	100
No cash wage.....	6	2	3	2	3	2
Less than \$5.....	5	1	4	2	1	1
\$5, less than \$10.....	215	56	116	59	99	53
\$10, less than \$15.....	144	37	63	32	80	43
\$15 and more.....	15	4	11	6	4	2
Wage not reported.....	5	-----	4	-----	1	-----

¹ Includes vocational

The numbers of working children who had been retarded in school and those who had been at normal or advanced grades are too small to permit conclusions with regard to the effect of retardation on wages in first positions. Fifty-one per cent of the retarded boys and 62 per cent of the others had earned at least \$10 a week, while 39 per cent of the retarded girls and 43 per cent of the others had had a weekly wage of \$10 or more. (Table 30.) The Newark figures (see p. 32) show a somewhat different relation between retardation in school and earning capacity.

TABLE 30.—*Last weekly wage in first regular position and progress in regular school for employed boys and girls attending continuation school; Paterson, N. J.*

Last weekly wage in first regular position	Employed boys and girls attending continuation school					
	Total		Progress in regular school			
	Number	Per cent distribution	Retarded		Normal and advanced	
			Number	Per cent distribution	Number	Per cent distribution
Boys.....	272		81		113	
Wage reported.....	266	100	78	100	112	100
No cash.....	8	3	3	4	1	1
Less than \$5.....	6	2	3	4	1	1
\$5, less than \$10.....	107	40	32	41	40	36
\$10, less than \$15.....	113	42	33	42	54	48
\$15 and more.....	32	12	7	9	16	14
Wage not reported.....	6		3		1	
Girls.....	390		97		211	
Wage reported.....	385	100	95	100	208	100
No cash.....	6	2	2	2	3	1
Less than \$5.....	5	1	3	3	2	1
\$5, less than \$10.....	215	56	53	56	113	54
\$10, less than \$15.....	144	37	34	36	83	40
\$15 and more.....	15	4	3	3	7	3
Wage not reported.....	5		2		3	

¹ Includes vocational.

UNEMPLOYMENT

AMOUNT OF UNEMPLOYMENT

Although a small proportion of the children had been without work a considerable part of their working lives—9 per cent of the boys and 13 per cent of the girls reported unemployment amounting to at least one-fifth of the time since they had first gone to work—the great majority had had little unemployment. (See Tables 31 and 32, and Table XVII, p. 91.) Fifty-three per cent of the 55 boys who had been at work at least one year and reported the amount of unemployed time, and 40 per cent of the girls had had none, and 25 per cent of the boys and 22 per cent of the girls had been unemployed less than 5 per cent of their working lives. According to these figures, the great majority of those at work at least a year would have been unemployed less than 2.6 weeks for each year of the time they had been at work.

As has been said, the New Jersey law required children between 14 and 16 years to go to school 20 hours a week if they were temporarily unemployed. (See p. 2.) In Paterson, as in several other New Jersey cities, unemployed children were required to attend continuation school for only the six hours prescribed for all children working on employment certificates for the first two or three weeks of their unemployment; but if at the end of that time they had not found a new position they were sent back to the regular schools. It

was said that this rule stimulated the unemployed child to find another job as soon as possible, with the result that very few were ever sent back to school. Children had had less unemployment in Paterson than in Newark. (See p. 36.)

TABLE 31.—*Percentage of unemployment and last grade completed in regular school for employed boys and girls attending continuation school; Paterson, N. J.*

Length of work history and percentage of unemployment	Employed boys and girls attending continuation school							
	Boys				Girls			
	Last grade completed in regular school				Last grade completed in regular school			
	Total	Under eighth	Eighth or above	Not reported ¹	Total	Under eighth	Eighth or above	Not reported ¹
Total.....	272	160	109	3	390	201	188	1
Work history 12 months or more.....	61	43	17	1	102	61	41	-----
Percentage of unemployment:								
No unemployment.....	29	21	8	-----	38	22	16	-----
Less than 5 per cent.....	14	10	4	-----	21	7	14	-----
5 per cent, less than 10.....	6	4	2	-----	11	8	3	-----
10 per cent, less than 20.....	1	1	-----	-----	12	9	3	-----
20 per cent and more.....	5	3	1	1	12	9	3	-----
Not reported.....	6	4	2	-----	8	6	2	-----
Work history less than 12 months.....	211	117	92	2	285	139	145	1
Length not reported.....	-----	-----	-----	-----	3	1	2	-----

¹ Includes vocational.

TABLE 32.—*Percentage of unemployment and progress in regular school for employed boys and girls attending continuation school; Paterson, N. J.*

Length of work history and percentage of unemployment	Employed boys and girls attending continuation school							
	Boys				Girls			
	Progress in regular school				Progress in regular school			
	Total	Re-tarded	Normal and advanced	Not reported ¹	Total	Re-tarded	Normal and advanced	Not reported ¹
Total.....	272	81	113	78	390	97	211	82
Work history 12 months or more.....	61	14	21	26	102	24	66	12
Percentage of unemployment:								
No unemployment.....	29	9	10	10	38	8	25	5
Less than 5 per cent.....	14	3	4	7	21	3	16	2
5 per cent, less than 10.....	6	-----	3	3	11	2	7	2
10 per cent, less than 20.....	1	-----	-----	1	12	5	6	1
20 per cent and more.....	5	-----	2	3	12	4	6	2
Not reported.....	6	2	2	2	8	2	6	-----
Work history less than 12 months.....	211	67	92	52	285	72	144	69
Length not reported.....	-----	-----	-----	-----	3	1	1	1

¹ Includes vocational.

AGE AT BEGINNING WORK

None of the continuation-school children who had been 15 years old on going to work had been employed as long as one year. Among those with shorter work histories than one year there were slight differences (greater for boys than for girls) in the percentages of unemployment, comparing those who had been 15 years of age when they had first gone to work and those who had been younger. (See Table XVII, p. 91.)

EDUCATION

The groups of children, when divided into those who had completed the eighth grade and those who had not, or into those who had been retarded in school and those who had not, were too small to show the relation between school grade and unemployment or between retardation and unemployment. The number who had been at work at least one year, also, was too small to support any conclusion as to the relation between educational factors and unemployment for this more significant group, although the figures receive some confirmation from the findings on these points in Newark. They show relatively fewer children from the eighth grade than of children from grades below the eighth, and relatively fewer normal and advanced pupils than retarded, who had had an excessive amount of unemployment (20 per cent or more).

STEADINESS AT WORK

DURATION OF FIRST POSITIONS

A little less than half the employed continuation-school pupils, including precisely half the boys, were still in their first positions when the Children's Bureau inquiry was made. Of the boys who had left their first positions, 18 per cent had worked in them less than 1 month and 54 per cent less than 3 months, while 23 per cent had kept them 6 months or longer. For the girls whose first positions had come to an end, these proportions were 18 per cent, 51 per cent, and 30 per cent. (See Table XVIII, p. 91.) It will be seen that girls had kept their first positions longer than had boys. Boys and girls who were still in their first positions had had them much longer than those who had left them; 40 per cent of these boys and 44 per cent of these girls had kept their first jobs at least six months. In both groups, those whose first positions had terminated and those who held their first positions at the time of the inquiry, and among both boys and girls, children who had been 14 years old or younger on first going to work had held their first positions a longer time than 15-year-old children. Older children probably had a greater choice of work than younger ones and thus were able to better themselves in a shorter time after starting to work.

CLASSIFICATION ACCORDING TO STEADINESS

The same classification with regard to steadiness at work as indicated by the amount of shifting within given periods was used for the Paterson children as for those in Newark. (See p. 39.) Table 33 shows for boys and girls the proportion in each class. As was noted in the case of Newark, the exclusion from the group of children work-

ing less than one year of those who still held their original positions tends to swell the proportion who were classified as definitely unsteady, since the excluded children in many cases were probably the most steady in this group. Nevertheless, even if all of them are assumed to be at least fairly steady workers, 27 per cent of the boys and 24 per cent of the girls who had worked less than one year were unsteady workers as compared with 2 per cent and 1 per cent, respectively, of those who had been at work 12 months or longer.

TABLE 33.—*Steadiness at work¹ and duration of work history for employed boys and girls attending continuation school; Paterson, N. J.*

Steadiness at work	Employed boys and girls attending continuation school					
	Total		Duration of work history			
			Under 12 months		12 months and over	
	Number	Per cent distribution	Number	Per cent distribution	Number	Per cent distribution
Boys.....	272		211		61	
Steadiness reported.....	159	100	98	100	61	100
Class A—Steady.....	24	15			24	39
Class B—Fairly steady.....	16	10			16	26
Class C—Restless.....	60	38	40	41	20	33
Class D—Unsteady.....	59	37	58	59	1	2
Inapplicable.....	113		113			
Girls.....	390		285		102	
Steadiness reported.....	242	100	140	100	102	100
Class A—Steady.....	33	14			33	32
Class B—Fairly steady.....	45	19	1	1	44	43
Class C—Restless.....	94	39	70	50	24	24
Class D—Unsteady.....	70	29	69	49	1	1
Inapplicable.....	145		145			
Steadiness not reported.....	3					

¹ See footnote 1, Table 17 (p. 41).

UNEMPLOYMENT

The numbers of boys and girls in the different classifications were too small to show a definite relationship between unemployment and steadiness at work. Larger proportions of the boys and of the girls in groups A and B (steady and fairly steady), however, than of the boys and of the girls in groups C and D (restless and unsteady) had had no unemployment, and smaller proportions of the former than of the latter had been unemployed as much as one-fifth of the time. (Table 34.)

TABLE 34.—*Steadiness at work*¹ and *percentage of unemployment for employed boys and girls attending continuation school; Paterson, N. J.*

Steadiness at work	Employed boys and girls attending continuation school						
	Total	Percentage of unemployment					
		Total reported	No unemployment	Less than 10 per cent	10 per cent, less than 20 per cent	20 per cent or more	Not reported
Boys.....	272	253	180	46	9	18	19
Class A—Steady.....	24	24	23	1	-----	-----	-----
Class B—Fairly steady.....	16	15	3	9	1	2	1
Class C—Restless.....	60	53	18	25	4	6	7
Class D—Unsteady.....	59	49	24	11	4	10	10
Inapplicable.....	113	112	112	-----	-----	-----	1
Girls.....	390	364	229	63	33	39	26
Class A—Steady.....	33	33	31	1	-----	1	-----
Class B—Fairly steady.....	45	41	4	25	7	5	4
Class C—Restless.....	94	87	32	25	13	17	7
Class D—Unsteady.....	70	58	18	12	12	16	12
Inapplicable.....	145	145	144	-----	1	-----	-----
Not reported.....	3	-----	-----	-----	-----	-----	3

¹ See footnote 1, Table 17 (p. 41).

EDUCATION

Among the boys the proportion classified as the most steady workers was smaller and the proportion classified as the least steady was larger for boys who had completed at least the eighth grade than for those whose school attainment had been less. Among the girls the proportion of eighth-grade graduates in the least steady group of workers was larger than that of girls who had not completed the eighth grade. (Table 35.) Considering the small numbers of children involved, the differences are probably not great enough to be of significance.

The small number of children renders insignificant, also, the slightly different distribution of boys and girls who had made average or better than average progress in school, compared with retarded boys or girls, when classified according to steadiness at work. The figures show slightly higher percentages in the most stable, and slightly lower percentages in the least stable groups of the children, either boys or girls, who had achieved at least normal grades for their ages. (Table 36.) The same trends in regard to the relation between steadiness and both the grade completed and retardation in school were found in Newark.

TABLE 35.—*Steadiness at work*¹ and last grade completed in regular school for employed boys and girls attending continuation school; Paterson, N. J.

Steadiness at work	Employed boys and girls attending continuation school					
	Total		Last grade completed in regular school			
			Under eighth		Eighth or above	
	Number	Per cent distribution	Number	Per cent distribution	Number	Per cent distribution
Boys.....	272		160		109	
Steadiness reported.....	159	100	103	100	53	100
Class A—Steady.....	24	15	17	17	7	13
Class B—Fairly steady.....	16	10	10	10	6	11
Class C—Restless.....	60	38	42	41	15	28
Class D—Unsteady.....	59	37	34	33	25	47
Inapplicable.....	113		57		56	
Girls.....	390		201		188	
Steadiness reported.....	242	100	136	100	106	100
Class A—Steady.....	33	14	16	12	17	16
Class B—Fairly steady.....	45	19	24	18	21	20
Class C—Restless.....	94	39	59	43	35	33
Class D—Unsteady.....	70	29	37	27	33	31
Inapplicable.....	145		64		80	
Steadiness not reported.....	3		1		2	

¹ See footnote 1, Table 17 (p. 41).² Includes vocational.TABLE 36.—*Steadiness at work*¹ and progress in regular school for employed boys and girls attending continuation school; Paterson, N. J.

Steadiness at work	Employed boys and girls attending continuation school					
	Total		Progress in regular school			
			Retarded		Normal and advanced	
	Number	Per cent distribution	Number	Per cent distribution	Number	Per cent distribution
Boys.....	272		81		113	
Steadiness reported.....	159	100	52	100	64	100
Class A—Steady.....	24	15	7	13	10	16
Class B—Fairly steady.....	16	10	3	6	3	5
Class C—Restless.....	60	38	22	42	28	44
Class D—Unsteady.....	59	37	20	38	23	36
Inapplicable.....	113		29		49	
Girls.....	390		97		211	
Steadiness reported.....	242	100	68	100	139	100
Class A—Steady.....	33	14	7	10	22	16
Class B—Fairly steady.....	45	19	9	13	31	22
Class C—Restless.....	94	39	33	49	58	42
Class D—Unsteady.....	70	29	19	28	28	20
Inapplicable.....	145		28		71	
Steadiness not reported.....	3		1		1	

¹ See footnote 1, Table 17 (p. 41).² Includes vocational.

SUMMARY AND CONCLUSIONS

Child labor is still an important problem in both Newark and Paterson, although a decline in the number of working children between 14 and 16 years of age, the exact extent of which is not known, took place between 1920, the year in which the continuation school law went into effect, and 1925, the year of the Children's Bureau study. Judging from the enrollment in the continuation schools, more girls than boys under 16 had gone to work in each city, although Newark has more 14 and 15 year old boys than girls in its population, and Paterson has almost as many. In the United States as a whole, the number of girls between 14 and 16 at work in nonagricultural occupations is not nearly so large as the number of boys.

About one-tenth of the continuation-school children in each city were foreign born, and a little more than three-fourths had foreign-born fathers, of whom about half in each city were Italians.

The tendency among children going to work before the age of 16 to leave regular school as soon as the legal working age had been reached was marked. A larger number had left within six months after reaching their fourteenth birthday than at any other 6-month period up to the age of 16. This tendency was more noticeable among girls than boys and among children with foreign fathers than those whose fathers were natives of the United States. The proportion leaving school between 14 and 14½ was about half in each city for girls with native fathers and for girls or boys with foreign fathers, and a little less than two-fifths for boys with native fathers. That girls of employment-certificate age leaving school for work leave at an earlier age than boys is shown throughout the State of New Jersey in figures collected by the New Jersey State Council of Education. This may merely reflect family or racial custom, but it may also indicate that for the type of child who goes to work at an early age the education offered in the schools is considered less profitable for girls than for boys.

In each city about one-fifth of the continuation-school children had only the minimum schooling required under the child labor law, which was completion of the fifth grade. In Newark the largest group of children had completed the sixth grade and in Paterson the eighth. Thirty-two per cent of the Newark boys and 25 per cent of the girls, and 41 per cent of the Paterson boys and 48 per cent of the girls had completed the eighth or a higher grade. These proportions are very low, in view of the fact that completion of the elementary schooling is commonly accepted as an educational minimum. The proportion of working children of employment-certificate age who have completed the elementary-school courses is generally low in States without an eighth-grade requirement for the certificate, although in many cities in such States it is higher than in Newark or Paterson. It is impossible to say whether the difference between Newark and Paterson in the school attainment of working children is due to greater

opportunity for young workers in the diverse industries of Newark, to differences in the school organization, or to some other cause.

With the exception of the Newark girls, the children had been no more backward in their grades than children of the same ages who remain in school—46 per cent of the boys and 45 per cent of the girls in Newark, and 42 per cent of the boys and 31 per cent of the girls in Paterson, were retarded, as compared with 40 per cent of the school boys of 14 and 15 years of age and 32 per cent of the school girls throughout the country. In Newark boys, but not girls, with foreign fathers were more often retarded than those with native fathers. In Paterson boys with native fathers were as often retarded as those with foreign fathers, though girls with foreign fathers, like the Newark girls, were less often retarded than girls with native fathers. This would seem to imply that inability to succeed in school was a cause of leaving school more often for girls with native fathers than for boys or for girls with foreign fathers. In Newark the proportion of children who had been advanced in school was the same for continuation-school boys as for boys who remain in school, but it was a little smaller for continuation-school girls; in Paterson this proportion was even a little larger than among regular-school children for both boys and girls. The mental tests given working children by both Doctor Woolley in Cincinnati and Doctor Hopkins in Massachusetts showed that although on the whole the children who leave school early are inferior mentally to those who remain, a small group of very superior children leave at an early age. In the Cincinnati study this mentally superior group was found to be largely among the children of foreign birth or parentage, and it was concluded that in their cases early school leaving had been the result of family and racial custom. In the present study, also, the children with foreign fathers in Newark had a larger proportion of advanced pupils than the children of native fathers, but in Paterson this was not true.

For the Newark and Paterson children, as a whole, withdrawing from school and going to work at an early age was not associated with the loss of the father. About one-eighth of the children in each city were fatherless, either through the death of the father or through his continued absence from home. As relatively fewer girls than boys in either place were fatherless, loss of the father evidently was not an important factor in the early employment of the girls. The proportion of fatherless children was somewhat higher among children with native fathers than among others, and considerably lower among children of Italian parentage, especially among the girls. Girls from Italian families apparently tend to go to work early, even if the father is alive and living with the family.

In Newark 24 per cent of the girls, as compared with 14 per cent of the boys, had fathers who were unskilled laborers, but in Paterson this proportion (one-tenth) was about the same for both boys and girls. In Newark a larger proportion of girls than boys came from families in which fathers were laborers, were dead or absent, or were unemployed or retired (in other words from families which were presumably on a low economic plane), whereas in Paterson the reverse was the case. It would appear that in Newark girls are more likely than boys to go to work because of financial insecurity; for Paterson girls who go to work early the economic motive is less important.

All the boys in the continuation schools, except 3 in Newark, had worked, but 68 girls (8 per cent) in Newark and 9 (2 per cent) in Paterson had left school in order to help with housework at home and had never been employed.

The working group consisted of 1,595 children in Newark and 662 in Paterson. At the time of the inquiry 9 per cent of the working boys and 18 per cent of the working girls in Newark, and in Paterson 3 per cent of the boys and 4 per cent of the girls were out of work.

About four-fifths of the continuation-school boys and girls in each city had been 14 years of age on first going to work. The median length of work history was 4 months for 14-year-old boys, 5 months for 14-year-old girls, and 10 months for 15-year-old boys, 11 months for 15-year-old girls, in Newark; in Paterson these figures were 4, 5, 9, and 10 months, respectively. The maximum was a little over two years in each city. About half the working children in each city were holding their first positions; the others had made from one to seven changes.

The largest number of children in either city, and many more girls than boys, had begun their working lives as semiskilled factory operatives, a fact of the utmost importance in determining the educational content of both continuation-school courses and courses in the upper grades of the regular school. These children included 48 per cent of the boys and 82 per cent of the girls in Paterson, and 36 per cent and 70 per cent, respectively, of the boys and girls in Newark. The remaining boys went chiefly into work as messenger, errand, and office boys, selling positions, delivery, and clerical work. A few became apprentices. Work for girls, other than in factories, consisted chiefly of store positions, domestic service, and clerical work. Many more of the Paterson girls worked in the silk mills than in any other industry. Both boys and girls in Newark had a greater variety of work as beginners than in Paterson.

Boys and girls who were 15 on going to work seemed to have a somewhat wider choice and a possible advantage in regard to the type of work than those who had started to work younger, though too little is known of the individual positions to permit classification as to their requirements and vocational possibilities.

Children from the lower grades tended to go into factory work, those from the higher grades into office and sales work. This was found to be the case also in the Cincinnati group studied by Doctor Woolley and for the working children of Boston in the Children's Bureau study in that city. The greatest differences were between eighth-grade graduates and others.

Retarded children more than others went into factory work. Factory work, delivery, and, in Newark, domestic and personal service and telegraph-messenger work, accounted for most of the retarded boys. Normal and advanced boys tended rather to take selling and clerical positions or office work, or to become apprentices in the skilled trades. Retarded girls became factory operatives or domestic workers; those who had made average progress in school more often than the retarded did sales and clerical work. No retarded boy remained an apprentice after a year of work.

Wages in first positions were reported as from \$1 to \$35 a week in Newark and from \$2.50 to \$30 in Paterson. The median weekly wage in initial positions in Newark was \$11 for boys and \$10 for girls,

and in Paterson \$10.50 for boys and \$9 for girls. Among Newark boys, salesboys, and among the girls, clerical workers, had the highest wages, factory operatives the next highest among both boys and girls. Domestic servants in Newark received the smallest cash wages. In Paterson girls in factories received higher cash wages than girls in housework, the only two groups large enough for comparison. Girls employed in the silk mills had the highest wages.

In Newark both boys and girls, and in Paterson boys, who had gone to work at 15 had received somewhat better wages than those who had begun at 14. For girls in Paterson the age at going to work seemed to make no difference in wages. The study of the Cincinnati children showed that no substantial modification in wage had followed the raising of the minimum age for employment.

Both in first positions and after a year or more at work the wages of the Newark children had been higher the higher the grade completed in regular school. For example, 47 per cent of the boys leaving school before the completion of the sixth grade, as compared with 37 per cent of those completing the eighth or a higher grade, had earned less than \$10 a week in their first positions, and 56 or 57 per cent of the girls completing each grade up to the eighth, as compared with 43 per cent of those graduating from the elementary school or having had some high-school work, had had wages under \$10. Owing to the smaller number of children a similar comparison of wages can not be made for Paterson.

Retardation in school appeared not to have an unfavorable effect on wages. In Newark about the same proportion of the boys and the girls who had been retarded in school as of those who had not been retarded had had wages of \$10 or more in first positions, and at the end of a year or more the situation was much the same. In Paterson a larger proportion of the retarded boys and girls than of the others had earned less than \$10 in their first positions, but the numbers in the different groups are so small that the differences can not be regarded as significant. Although the school grade attained and retardation in the sense of being above the standard age for the grade attained do not necessarily imply mental inferiority, it is interesting to note that in the Cincinnati group mental ability gave very little advantage to young beginners in industry and that mentally inferior girls actually had an advantage in wages over superior ones.

Although a rather large number of the Newark and Paterson children had had a considerable amount of unemployment, on the whole the children were employed a large part of the time. In Newark 45 per cent of the boys and 43 per cent of the girls who had been at work at least one year, so that they had had time to have a normal amount of unemployment, and in Paterson 53 per cent of the boys and 40 per cent of the girls, had had no unemployment. The great majority of the children (in Newark 56 per cent of the girls and 62 per cent of the boys and in Paterson 63 per cent of the girls and 78 per cent of the boys) had been out of work less than 5 per cent of their working lives or not at all. This represents probably slightly less unemployment than was reported by working children in Boston in the Children's Bureau study in 1915. It is in accord with the findings in the Cincinnati study, where three-fourths or more of the working children were employed at least 50 weeks each year during the first four years of their working lives. On the other hand, in

Newark at least, a rather large proportion of the children (21 per cent of the boys and 26 per cent of the girls) had been unemployed from one-fifth to four-fifths or more of the time. Relatively only about half as many in Paterson had been unemployed one-fifth or more of the time since first going to work. The Cincinnati study showed that proportions similar to those in Newark had been out of work at least 10 weeks, or about 20 per cent of the time during the first year of work.

According to the New Jersey continuation school law, temporarily unemployed children were required to attend continuation school 20 hours a week. This regulation was not enforced in Newark. In Paterson it was reported that children were returned to regular school if unemployed more than a short time, a practice that was believed to have a salutary effect on keeping the children employed. A certain amount of vocational guidance was carried on in the continuation school in Paterson, also, one of the objects of which was to reduce unemployment.

In Newark, girls, and in Paterson, boys, who had been 15 before going to work seemed to have had slightly less unemployment than those who had been only 14 or younger; though as no 15-year-old children had been at work as much as a year, the comparison could be made only for children who had worked less than a year and many had been at work too short a time to have had much unemployment. Unemployment appeared to have had less relation to the age at going to work in the case of Newark boys and Paterson girls.

Children from the eighth or a higher grade in Newark seemed to have been out of work less than those who had not remained in school through the eighth grade. On the other hand, Newark children who had been retarded in school showed no particular tendency to be unemployed. Newark boys who had been retarded in school had no more unemployment on the average than boys who had not been retarded; retarded girls had slightly less than girls who had made at least average progress in school, though the numbers of children are too small to support definite conclusions. In Paterson relatively fewer children who had completed the eighth grade than children from grades below the eighth, and relatively fewer children who had been in normal or advanced grades for their ages than the retarded, had had an excessive amount of unemployment. But the groups are even smaller in Paterson than in Newark.

The percentage of boys and girls in the two cities for whom an average could be computed, who had averaged more than one position for every three months of their working lives varied from 23 for girls in Newark to 37 for boys in Paterson. Girls in both places were steadier than boys, in the sense that they made fewer changes. Frequent changes of position were generally associated with unemployment in Newark and probably were in Paterson, though the numbers are too small to be conclusive. Among the Newark girls, however, though shifting was generally accompanied by unemployment, not shifting did not always connote continuous employment, and the apparent steadiness of some girls seemed to be due to the fact that they did not change positions frequently within a given period but rather gave up their old ones and simply remained out of work for a longer or a shorter period.

The tendency to shift from position to position was no more marked among children who had not completed the eighth grade than among children who had done so in the case of either boys or girls in Newark or, so far as the small numbers can be relied upon, in Paterson.

Children who in regular school had been in normal or advanced grades for their ages were probably somewhat steadier workers, on the whole, than retarded children in the sense that they made fewer changes, though not necessarily in the sense that they lost less time at work. In Newark relatively more than twice as many boys who had been in normal or advanced grades for their ages as those who had been retarded were the steadiest workers, though almost as many were classified as the least steady. Among the Newark girls also a slight but consistent relation was shown between retardation in school and steadiness at work, in favor of the girls who had not been retarded, but the significance of the relationship is clouded by the girls classified as steady not because they worked continuously but because they gave up one position and did not take another. In Paterson the figures seem to show the same tendencies but are too small to support definite conclusions.

To sum up briefly: Newark and Paterson working children had been younger on going to work and had had less schooling than children in many other cities who go to work before the age of 16. The great majority had less than an elementary-school education. Except for girls in Newark, they had been no more frequently retarded than children of the same ages who remain in school, and a group at least as large as among children staying in school had been advanced beyond the average so that they appeared to have been capable of further school training. Discontinuing school and going to work was not associated with the loss of the father in the case of either girls or boys. In Newark greater retardation than the average among the girls and the fact that a larger proportion of them than of the other groups came from families presumably low in the economic scale seem to point to both inability to do the required school work and financial insecurity as reasons for their early entrance upon wage earning; neither reason seemed of special importance in the case of the Paterson girls. The ease with which girls could get work in the silk mills probably accounts for the early school leaving of many Paterson girls. The great majority of the children in both cities became semiskilled factory operatives. Paterson children, both boys and girls, had had much less unemployment than children in Newark, possibly partly as a result of local policy in returning unemployed children to regular school. The great majority in both cities had been out of work less than 5 per cent of their industrial lives or not at all, but a fairly large proportion had had a good deal of unemployment. The proportion of those who had worked less than a year who could be classified as definitely unsteady was very large, but only a small percentage of the workers in both cities who had been at work as long as a year could be so classified. Children who had been 15 on first going to work seemed to have had a somewhat wider choice of employment, less unemployment on the whole, and slightly better wages, except in the case of Paterson girls, than those who had been younger. Children from the lower grades were more likely to take factory employment, those from the higher grades office and sales work. In Newark completion of the eighth or a higher grade meant somewhat better wages

and less unemployment, but it appeared to have no clear relation to steadiness at work, in the sense of shifting from one position to another; in Paterson the tendencies appeared to be similar, but the numbers were too small to show conclusive differences between these groups. More retarded children than others went into factory work. Retardation appears not to have been a disadvantage in industry for all groups in all respects. In Newark it had not affected wages unfavorably, nor was it associated with an unusual amount of unemployment, though retarded children shifted from position to position somewhat more than others. In Paterson a positive relation, on the whole, was shown between retardation and low wages, unemployment, and lack of steadiness, but the numbers of children in the groups were too small to support definite conclusions.

Both more extensive and more intensive studies than have yet been made of boys and girls during their early years of employment are needed as a basis for the formulation of educational policies, the development of educational and vocational guidance, and improvements in child-labor and education laws.

LIST OF READING REFERENCES ON WORKING CHILDREN OF CONTINUATION-SCHOOL AGE

Occupations of Junior Wage Earners in Detroit. School of Education, University of Mich., 1923. 76 pp.

The Working Children of Philadelphia; a survey of the work and working conditions of 3,300 continuation-school children, by Anna Bassett Griscom, A. M. White-Williams Foundation, and the Junior Employment Service of the Board of Public Education, Philadelphia, Pa., September, 1924. Bulletin Series No. 3. 45 pp.

The Health of the Working Child. New York State Department of Labor, Bureau of Women in Industry, Special Bulletin No. 134, December, 1924. 91 pp.

A Study of Five Hundred Employed Pupils, by Helen M. McClure and Margaret G. Woodside. Pittsburgh Public Schools, Department of Vocational Guidance, Pittsburgh, Pa., 1925. 12 pp.

Special Investigation of Children in Industry Attending Part-Time School, by Ellen M. Rourke. Bulletin No. 17, Bureau of Labor, State of Iowa, Des Moines, 1926. 77 pp.

Pupil Personnel in Part-Time Schools; a study of the social composition, educational status and current working conditions of part-time school pupils. Made by the part-time education subcommittee of vocational educational committee in the National Council of Education. Presented July, 1926, at Philadelphia meeting of the National Education Association. 47 pp.

Fourteen and Fifteen Year Old Children in Industry. Pennsylvania State Department of Labor and Industry, Special Bulletin No. 21, Harrisburg, Pa., 1927. 29 pp.

California Part-Time Youth; pp. 5-26 of Continuation Education for Employed Minors in California; a complete report prepared by State committees with a general committee appointed October, 1927.

A Survey of 14 to 16 Year Old Wage Earners; pp. 10-39 of Guidance and Education of Prospective Junior Wage Earners, by Frederick M. Trumbull. John Wiley & Sons, Inc., New York, 1929.

Survey of the Boys of Newark, N. J., conducted by The Boys' Work Committee of the Newark Rotary Club. No date—survey begun in January, 1927. 89 pp.

A Comparative Study of Part-Time and Full-Time Students in the Public Schools of Toledo, Lima, and Fremont, Ohio, by J. Ray Stine. Issued under the direction of the Ohio State Board for Vocational Education, Columbus, O., 1927. 84 pp.

The Young Employed Girl, by Hazel Grant Ormsbee, Ph. D. Woman's Press, New York, 1927. 124 pp., especially pp. 16-54.

School or Work in Indiana, by Charles E. Gibbons, assisted by Harvey N. Tuttle. National Child Labor Committee, New York, 1927. 30 pp.

Children Working in Missouri, by Charles E. Gibbons, assisted by Harvey N. Tuttle. National Child Labor Committee, New York, 1927. 31 pp.

Child Workers in Oklahoma, by Charles E. Gibbons. National Child Labor Committee, New York, 1929.

Child Workers in Tulsa, by Charles E. Gibbons, assisted by Chester T. Stansbury. National Child Labor Committee, New York, 1929. 36 pp.

Child Workers in Two Connecticut Towns, New Britain and Norwich, by Claude E. Robinson. National Child Labor Committee, New York, 1929. 44 pp.

Special Investigation of the Part-Time School and Junior Worker in the City of Seattle, by Calvin F. Schmid. Washington State Board for Vocational Education, Bulletin No. 4, Trade and Industrial Series No. 2, Olympia, Wash., 1929. 50 pp.

Pupils Who Leave School, by Emily G. Palmer, Division of Vocational Education of the University of California and of the State Department of Education. Part-Time Education Series No. 17, Division Bulletin No. 24, Berkeley, Calif. January, 1930. 142 pp.

Child Labor in Mississippi, by Charles E. Gibbons, assisted by Chester T. Stansbury. National Child Labor Committee, New York, 1928. 34 pp.

1,358 Child Laborers in Four Manufacturing Cities; a survey made by the Consumers League of Connecticut in 1927. Hartford, Conn., January, 1929. 49 pp.

Continuation Education for Employed Minors in California; a complete report prepared by State committees with a general committee appointed October, 1927, by W. J. Cooper, State Superintendent of Public Instruction; issued as an aid to the organization of classes and in the presentation of instruction for working youth conforming to the requirements of the California Compulsory Continuation Education Law.

GENERAL TABLES

TABLE I.—*Country of birth of father and age at date of inquiry of boys and girls attending continuation school; Newark, N. J.*

Country of birth of father	Boys and girls attending continuation school								
	Total			Boys			Girls		
	Total	Age at date of inquiry		Total	Age at date of inquiry		Total	Age at date of inquiry	
		14 years	15 years		14 years	15 years		14 years	15 years
Total.....	1,666	484	1,181	753	191	562	1,913	293	619
United States.....	1,392	106	285	213	56	157	1,179	50	128
Foreign.....	1,267	374	893	539	135	404	728	239	489
Italy.....	673	219	454	261	67	194	412	152	260
Poland.....	156	44	112	72	18	54	84	26	58
Russia.....	89	25	64	45	11	34	44	14	30
Germany and Austria.....	141	28	113	65	16	49	76	12	64
Great Britain and Ireland and other British possessions.....	92	25	67	46	10	36	46	15	31
All other.....	116	33	83	50	13	37	66	20	46
Not reported.....	7	4	3	1	-----	1	6	4	2

¹ Includes 1 girl for whom age was not reported.

TABLE II.—*Country of birth of father and progress in regular school for boys and girls attending continuation school; Newark, N. J.*

Country of birth of father	Boys and girls attending continuation school							
	Boys				Girls			
	Total	Progress in regular school			Total	Progress in regular school		
		Re-tarded	Normal and advanced	Not reported ¹		Re-tarded	Normal and advanced	Not reported ¹
Total.....	753	250	291	212	913	312	386	215
United States.....	213	65	103	45	179	58	77	44
Foreign.....	539	185	188	166	728	250	308	170
Italy.....	261	94	81	86	412	150	166	96
Poland.....	72	27	26	19	84	31	38	15
Russia.....	45	15	14	16	44	13	22	9
Germany and Austria.....	65	19	28	18	76	21	37	18
Great Britain and Ireland and British possessions.....	46	16	23	7	46	16	17	13
All other.....	50	14	16	20	66	19	28	19
Not reported.....	1	-----	-----	1	6	4	1	1

¹ Includes ungraded, Binet, and vocational.

TABLE III.—*Occupation and industry of first and last regular position for employed boys and girls attending continuation school; Newark, N. J.*

Occupation and industry	Employed boys and girls attending continuation school			
	Boys		Girls	
	First regular position	Last regular position	First regular position	Last regular position
Total.....	750	750	845	845
Manufacturing and mechanical.....	346	360	633	650
Apprentices.....	25	30	3	2
Laborers and helpers in hand and building trades.....	31	30		
Laborers in factories.....	15	9	37	44
Semiskilled operatives.....	273	288	589	599
Floor, distribution, and stock work, any factory.....	7	8	6	4
Other.....	266	280	583	595
Button factories.....	9	5	40	54
Garments.....	10	9	99	95
Sewing, machine.....	1	1	13	18
Sewing, hand.....	3	3	20	13
Sewing, n. o. s.....			24	23
Inspecting and examining.....			8	6
Other processes and process not reported.....	6	5	34	35
Handkerchiefs.....			41	20
Brassières and corsets.....		1	19	23
Other clothing.....		3	8	15
Cigars.....	3	5	29	25
Candy factories.....	4	5	13	10
Other food.....	19	17	15	21
Electrical equipment.....	21	20	28	24
Metal industries (including metal novelties, jewelry).....	84	111	64	72
Assembly and bench work.....	15	22	19	12
Coremakers and helpers.....	3	5		
Machine work.....	5	5	1	2
Wrapping, packing, labeling.....	11	15	21	25
Other processes and process not reported.....	50	64	23	33
Fur and felt industries.....	6	4	29	24
Leather cases, and other leather products.....	15	15	18	16
Lumber and furniture industries.....	5	5	4	5
Paper-box factories.....	2	3	25	25
Printing and publishing.....	6	9	7	10
Rubber factories.....	2	5	13	14
Toy factories.....	13	8	16	18
Other industries.....	67	55	112	115
Industry not reported.....			3	3
Occupation not reported.....	2	3	4	5
Transportation.....	62	53	1	1
Telegraph messengers.....	45	30		
Telephone operators and linemen.....		1	1	1
Drivers and teamsters (including helpers).....	10	4		
Laborers.....	7	8		
Trade.....	137	137	69	56
Salesboys and salesgirls.....	63	70	64	53
Stock boys and girls.....	2	1	1	1
Delivery boys.....	39	43		
Peddlers and hucksters (including helpers).....	11	7		
Laborers and helpers in stores.....	21	16	4	2
Others in trade.....	1			
Domestic and personal.....	25	30	83	75
Housework (including nursemaids).....			58	47
Laundry operatives.....	3	6	18	19
Hotel, restaurant, and institution employees.....	4	2	3	7
Others in domestic and personal service and not reported.....	18	22	4	2
Clerical occupations.....	169	159	55	58
Bookkeepers, stenographers, typists, cashiers.....			4	5
Miscellaneous clerical work.....	30	27	30	32
Manufacturing and mechanical.....	17	14	16	19
Trade.....	10	8	8	8
Other and not reported.....	3	5	6	5

TABLE III.—*Occupation and industry of first and last regular position for employed boys and girls attending continuation school; Newark, N. J.—Continued*

Occupation and industry	Employed boys and girls attending continuation school			
	Boys		Girls	
	First regular position	Last regular position	First regular position	Last regular position
Clerical occupations—Continued.				
Bundle, cash, messenger, errand, and office boys and girls.....	138	129	19	19
Manufacturing and mechanical.....	84	82	15	14
Trade.....	44	37	4	3
Other and not reported.....	10	10	—	2
Stock clerks in factories (including stock girls).....	1	3	2	2
Professional and semiprofessional.....	5	7	2	3
Agriculture.....	4	3	—	—
Industry not reported.....	2	1	2	2

TABLE IV.—*Occupation and industry of last regular position and age at date of inquiry for employed boys and girls attending continuation school; Newark, N. J.*

Occupation and industry of last regular position	Employed boys and girls attending continuation school					
	Boys			Girls		
	Total	Age of date of inquiry		Total	Age at date of inquiry	
		14 years	15 years		14 years	15 years
Total.....	750	188	562	1 845	272	572
Employed at date of inquiry.....	677	174	503	1 685	220	464
Manufacturing and mechanical.....	316	84	232	523	173	350
Apprentices.....	30	6	24	2	1	1
Laborers and helpers in hand and building trades.....	26	9	17	—	—	—
Semiskilled operatives.....	252	67	185	481	154	327
Others in factories.....	7	2	5	36	17	19
Not reported.....	1	—	1	4	1	3
Transportation.....	50	16	34	1	—	1
Telegraph messengers.....	28	11	17	—	—	—
Other.....	22	5	17	1	—	1
Trade.....	125	28	97	45	11	34
Salesboys and salesgirls.....	66	16	50	43	10	33
Delivery boys.....	37	8	29	—	—	—
Other.....	22	4	18	2	1	1
Domestic and personal.....	28	5	23	1 63	23	39
Housework (including nursemaids).....	—	—	—	1 39	15	23
Other.....	28	5	23	24	8	16
Clerical.....	147	37	110	49	11	38
Bundle cash, messenger, errand, and office boys.....	119	33	86	17	7	10
Other.....	28	4	24	32	4	28
Other.....	10	4	6	2	—	2
Not reported.....	1	—	1	2	2	—
Not employed at date of inquiry.....	70	14	56	150	48	102
Not reported whether employed at date of inquiry.....	3	—	3	10	4	6

¹ Includes 1 girl for whom age was not reported.

TABLE V.—*Last weekly wage in first regular position and age at date of beginning regular work for employed boys and girls attending continuation school; Newark, N. J.*

Last weekly wage in first regular position	Employed boys and girls attending continuation school						
	Boys				Girls		
	Total	Age at date of beginning regular work			Total	Age at date of beginning regular work	
		Under 14 years	14 years	15 years		Under 14 years	14 years 15 years
Total.....	750	24	546	180	1 845	24	680 140
No cash wage.....	6		1	5	4	1	2 1
Less than \$5.....	22		17	5	16		12 4
\$5, less than \$6.....	22	1	16	5	30	1	26 3
\$6, less than \$7.....	32	2	23	7	39	2	32 5
\$7, less than \$8.....	40	1	31	8	66	2	53 11
\$8, less than \$9.....	115	1	92	22	159	5	132 21
\$9, less than \$10.....	70	2	52	16	128	1	111 16
\$10, less than \$11.....	167	8	127	32	175	5	141 29
\$11, less than \$12.....	41	1	29	11	50		38 12
\$12, less than \$13.....	114	2	80	32	80	3	58 19
\$13, less than \$14.....	21		11	10	30	2	26 2
\$14, less than \$15.....	17		12	5	22	1	15 6
\$15, less than \$16.....	38	1	24	13	13		11 2
\$16, less than \$18.....	12		9	2	14	1	7 6
\$18, less than \$20.....	12		7	5	1		1 1
\$20 and more.....	9	2	6	1	4		4
Not reported.....	12	2	9	1	14		12 2

Includes 1 girl for whom age was not reported.

TABLE VI.—*Last weekly wage in last regular position and age at date of inquiry for employed boys and girls attending continuation school; Newark, N. J.*

Last weekly wage in last regular position	Employed boys and girls attending continuation school					
	Boys			Girls		
	Total	Age at date of inquiry		Total	Age at date of inquiry	
		14 years	15 years		14 years	15 years
Total.....	750	188	562	1 845	272	572
Employed at date of inquiry.....	677	174	503	1 685	220	464
No cash wage.....	5		5	4	1	3
Less than \$5.....	8	4	4	6	3	3
\$5, less than \$6.....	11	7	4	11	4	7
\$6, less than \$7.....	12	3	9	18	8	9
\$7, less than \$8.....	24	11	13	39	12	27
\$8, less than \$9.....	67	27	40	96	46	50
\$9, less than \$10.....	52	14	38	106	38	68
\$10, less than \$11.....	147	49	98	151	42	109
\$11, less than \$12.....	53	16	37	56	16	40
\$12, less than \$13.....	138	29	109	84	23	61
\$13, less than \$14.....	24	1	23	39	10	29
\$14, less than \$15.....	28	1	27	21	7	14
\$15, less than \$16.....	62	6	56	22	4	18
\$16, less than \$18.....	16	1	15	10		10
\$18, less than \$20.....	17		17	6		6
\$20 and more.....	8	2	6	4		4
Not reported.....	5	3	2	12	6	6
Not employed at date of inquiry.....	70	14	56	150	48	102
Not reported whether employed at date of inquiry.....	3		3	10	4	6

Includes 1 girl for whom age was not reported.

TABLE VII.—*Occupation and industry of last regular position and last weekly wage for employed boys and girls attending continuation school; Newark, N. J.*

Occupation and industry of last regular position	Employed boys attending continuation school						
	Total	Last weekly wage					
		No cash wage	Less than \$5	\$5, less than \$10	\$10, less than \$15	\$15 and over	Not reported
Total.....	750	5	11	187	429	111	7
Employed at date of inquiry.....	677	5	8	166	390	103	5
Manufacturing and mechanical.....	316	1	3	78	181	50	3
Apprentices.....	30		2	6	19	3	
Semiskilled operatives.....	252	1	1	65	141	41	3
Floor distribution and stock work, any factory.....	6			1	4	1	
Other.....	246	1	1	64	137	40	3
Button factories.....	3			1	2		
Clothing factories.....	13			1	10	2	
Metal industries (including metal novelties, jewelry).....	98			29	56	12	1
Fur and felt industries.....	4			2	2		
Other industries.....	128	1	1	31	67	25	2
Other.....	33			7	21	5	
Not reported.....	1					1	
Transportation.....	50	1	1	8	29	10	1
Telegraph messengers.....	28		1	3	18	6	
Other.....	22	1		5	11	4	1
Trade.....	125	2	2	34	65	22	
Salesboys.....	66			16	40	10	
Delivery boys.....	37	1	1	13	12	10	
Other.....	22	1	1	5	13	2	
Domestic and personal.....	28	1	1	3	14	8	1
Clerical.....	147		2	41	96	9	
Bundle, cash, messenger, errand, and office boys.....	119		1	38	73	7	
Other.....	28			3	23	2	
Other.....	10			2	4	4	
Not reported.....	1				1		
Not employed at date of inquiry.....	70		3	21	37	7	2
Not reported whether employed at date of inquiry.....	3				2	1	

TABLE VII.—*Occupation and industry of last regular position and last weekly wage for employed boys and girls attending continuation school; Newark, N. J.—Con.*

Occupation and industry of last regular position	Employed girls attending continuation school						
	Total	Last weekly wage					
		No cash wage	Less than \$5	\$5, less than \$10	\$10, less than \$15	\$15 and over	Not reported
Total.....	845	5	7	340	428	51	14
Employed at date of inquiry.....	685	4	6	270	351	42	12
Manufacturing and mechanical.....	523		1	202	278	33	9
Apprentices.....	2			1	1		
Semiskilled operatives.....	481		1	182	256	33	9
Floor distribution and stock work, any factory.....	4			1	3		
Other.....	477		1	181	253	33	9
Button factories.....	39			8	29	2	
Clothing factories.....	129			55	59	8	7
Metal industries (including metal novelties, jewelry).....	60			22	29	8	1
Fur and felt industries.....	18		1	4	12	1	
Other industries.....	228			90	123	14	1
Not reported.....	3			2	1		
Other.....	36			17	19		
Not reported.....	4			2	2		
Transportation.....	1				1		
Trade.....	45	4		13	23	3	2
Salesgirls.....	43	4		12	22	3	2
Other.....	2			1	1		
Domestic and personal.....	63		4	33	22	3	1
Housework (including nursemaids).....	39		4	25	9	1	
Other.....	24			8	13	2	1
Clerical.....	49		1	20	25	3	
Bundle, cash, messenger, errand, and office girls.....	17			12	5		
Other.....	32		1	8	20	3	
Other.....	2				2		
Not reported.....	2			2			
Not employed at date of inquiry.....	150	1	1	65	74	7	2
Not reported whether employed at date of inquiry.....	10			5	3	2	

TABLE VIII.—Percentage of unemployment and age at date of beginning regular work for employed boys and girls attending continuation school; Newark, N. J.

Length of work history and percentage of unemployment	Employed boys and girls attending continuation school							
	Boys				Girls			
	Total	Age at date of beginning regular work			Total	Age at date of beginning regular work		
		Under 14 years	14 years	15 years		Under 14 years	14 years	15 years
Total.....	750	24	546	180	1 845	24	680	140
Work history 12 months or more.....	186	14	172		242	20	222	
Percentage of unemployment:								
No unemployment.....	79	3	76		100	6	94	
Less than 5 per cent.....	31	3	28		31		31	
5 per cent, less than 10.....	15	1	14		26	2	24	
10 per cent, less than 20.....	15	2	13		17	2	15	
20 per cent, less than 30.....	17	1	16		26	1	25	
30 per cent, less than 40.....	10	1	9		14	3	11	
40 per cent, less than 50.....	6	2	4		10	3	7	
50 per cent and more.....	5		5		11	3	8	
Not reported.....	8	1	7		7		7	
Work history less than 12 months.....	564	10	374	180	600	4	456	140
Percentage of unemployment:								
No unemployment.....	356	7	224	125	362	1	267	94
Less than 5 per cent.....	41	2	35	4	42	1	34	7
5 per cent, less than 10.....	28		18	10	23		16	7
10 per cent, less than 20.....	39	1	28	10	36		34	2
20 per cent, less than 30.....	20		14	6	36	1	26	9
30 per cent, less than 40.....	18		13	5	22		16	6
40 per cent, less than 50.....	7		4	3	20	1	17	2
50 per cent and more.....	24		17	7	45		37	8
Not reported.....	31		21	10	14		9	5
Length not reported.....					1 3		2	

¹ Includes 1 girl for whom age was not reported.

TABLE IX.—Duration of terminated and not terminated first regular position and age at date of beginning regular work for employed boys and girls attending continuation school; Newark, N. J.

Duration of terminated and not terminated first regular position	Employed boys and girls attending continuation school							
	Boys				Girls			
	Total	Age at date of beginning regular work			Total	Age at date of beginning regular work		
		Under 14 years	14 years	15 years		Under 14 years	14 years	15 years
Total.....	750	24	546	180	¹ 845	24	680	140
First position terminated.....	387	16	302	69	467	19	387	61
Duration:								
Less than 2 weeks.....	25	1	18	6	29	22	7	
2 weeks, less than 1 month.....	39		27	12	41	31	8	
1 month, less than 2.....	44	2	29	13	77	61	13	
2 months, less than 3.....	73	1	57	15	75	65	8	
3 months, less than 4.....	57	3	44	10	54	37	14	
4 months, less than 5.....	25	1	20	4	39	34	4	
5 months, less than 6.....	23	1	21	1	34	30	3	
6 months, less than 9.....	58	4	47	7	59	53	3	
9 months, less than 12.....	17		17		21	19		
12 months, less than 18.....	13	2	11		23	21		
18 months, less than 24.....	2		2		7	7		
Not reported.....	11	1	9	1	8	7	1	
First position not terminated.....	362	8	243	111	¹ 374	5	290	78
Duration:								
Less than 2 weeks.....	17		8	9	12	7	5	
2 weeks, less than 1 month.....	21		10	11	9	8	1	
1 month, less than 2.....	39		16	23	28	16	12	
2 months, less than 3.....	35		22	13	25	15	10	
3 months, less than 4.....	33		22	11	28	20	8	
4 months, less than 5.....	26		14	12	28	16	12	
5 months, less than 6.....	16		9	7	24	20	4	
6 months, less than 9.....	46		33	13	71	56	15	
9 months, less than 12.....	70	5	53	12	77	65	11	
12 months, less than 18.....	35	2	36		44	42		
18 months, less than 24.....	21	1	20		26	25		
24 months and more.....					1			
Not reported.....					² 1			
Not reported whether first position terminated.....	1		1		4	3	1	

¹ Includes 1 girl for whom age was not reported.² Age not reported.

TABLE X.—Country of birth of father and age at date of inquiry of boys and girls attending continuation school; Paterson, N. J.

Country of birth of father	Boys and girls attending continuation school								
	Total			Boys			Girls		
	Total	Age at date of inquiry		Total	Age at date of inquiry		Total	Age at date of inquiry	
		14 years	15 years		14 years	15 years		14 years	15 years
Total.....	1 671	182	488	272	78	194	1 399	104	294
United States.....	1 158	44	113	76	20	56	1 82	24	57
Foreign.....	509	137	372	196	58	138	313	79	234
Italy.....	235	70	165	75	26	49	160	44	116
Poland.....	48	8	40	17	5	12	31	3	28
Russia.....	17	4	13	8	2	6	9	2	7
Germany and Austria.....	25	5	20	11	2	9	14	3	11
Great Britain and Ireland and other British possessions.....	58	12	46	25	4	21	33	8	25
All other.....	126	38	88	60	19	41	66	19	47
Not reported.....	4	1	3	-----	-----	-----	4	1	3

¹ Includes 1 girl under 14 years of age.

TABLE XI.—Country of birth of father and progress in regular school for boys and girls attending continuation school; Paterson, N. J.

Country of birth of father	Boys and girls attending continuation school							
	Boys				Girls			
	Total	Progress in regular school			Total	Progress in regular school		
		Re-tarded	Normal and advanced	Not re-reported ¹		Re-tarded	Normal and advanced	Not re-reported ¹
Total.....	272	81	113	78	399	99	217	83
United States.....	76	22	31	23	82	18	49	15
Foreign.....	196	59	82	55	313	81	165	67
Italy.....	75	26	30	19	160	50	73	37
The Netherlands.....	37	5	16	16	38	7	26	5
Great Britain and Ireland and other British possessions.....	25	9	15	1	33	6	17	10
Poland.....	17	6	8	3	31	14	12	5
All other.....	42	13	13	16	51	4	37	10
Not reported.....					4		3	1

¹ Includes vocational.

TABLE XII.—*Occupation and industry of first and last regular position for employed boys and girls attending continuation school; Paterson, N. J.*

Occupation and industry	Employed boys and girls attending continuation school			
	Boys		Girls	
	First regular position	Last regular position	First regular position	Last regular position
Total	272	272	390	390
Manufacturing and mechanical	155	169	328	341
Apprentices	11	11	6	4
Laborers	13	14	1	1
Semiskilled operatives	131	144	320	335
Floor and distribution work	27	25	8	5
Other	104	119	312	330
Silk mills	48	52	184	217
Quilling, winding, reeling, doubling	10	10	51	67
Lacing			17	18
Spinning		1	2	9
Weaving (operating room)	3	2	2	3
Warping (including edge warping)	3	3	6	11
Handing-in	9	10	5	4
Drawsides			31	28
Pinning, blocking, labeling	1	1	29	40
Packing, wrapping, folding	1	2	16	15
Other processes	19	22	25	21
Process not reported	2	1		1
Knitting mills	1	2	30	44
Knitting, looping, topping		1	3	7
Other processes (including examining, trimming, and lace cutting)	1	1	27	37
Dyeing, finishing, and printing mills	8	16	14	13
Other textile mills	9	14	18	19
Clothing factories (shirts, collars, overalls, coats, etc.)	10	8	59	27
Inspecting and examining			22	10
Trimming and cutting threads			25	7
Other processes and process not reported	10	8	12	10
Other industries	28	27	7	10
Occupation not reported			1	1
Transportation	8	13		
Trade	63	47	34	17
Salesboys and salesgirls	23	14	33	17
Delivery boys	20	13		
Others in trade and occupation not reported	20	20	1	
Domestic and personal	10	9	21	19
Housework (including nursemaids)			13	4
Laundry operatives	4	3	5	9
Others in domestic and personal	6	6	3	6
Clerical	33	32	7	13
Bookkeepers, stenographers, typists, cashiers		1	2	2
Miscellaneous, clerical work	11	9	3	9
Bundle, cash, messenger, errand, and office boys and girls	22	22	2	2
Other	3	2		

TABLE XIII.—*Occupation and industry of last regular position and age at date of inquiry for employed boys and girls attending continuation school; Paterson, N. J*

Occupation and industry of last regular position	Employed boys and girls attending continuation school					
	Boys			Girls		
	Total	Age at date of inquiry		Total	Age at date of inquiry	
		14 years	15 years		14 years	15 years
Total.....	272	78	194	¹ 390	100	289
Employed at date of inquiry.....	262	76	186	¹ 374	96	277
Manufacturing and mechanical.....	167	47	120	¹ 326	87	238
Apprentices.....	11	3	8	4	-----	4
Semiskilled operatives.....	142	41	101	¹ 320	87	232
Other.....	14	3	11	1	-----	1
Not reported.....	-----	-----	-----	1	-----	1
Transportation.....	11	6	5	-----	-----	-----
Telegraph messengers.....	3	2	1	-----	-----	-----
Other.....	8	4	4	-----	-----	-----
Trade.....	43	11	32	16	3	13
Salesboys and salesgirls.....	13	-----	13	16	3	13
Delivery boys.....	13	9	4	-----	-----	-----
Other.....	17	2	15	-----	-----	-----
Domestic and personal.....	9	2	7	19	4	15
Housework (including nursemaids).....	-----	-----	-----	4	1	3
Other.....	9	2	7	15	3	12
Clerical.....	30	10	20	13	2	11
Bundle, cash, messenger, errand, and office boys and girls.....	20	9	11	2	1	1
Other.....	10	1	9	11	1	10
Other.....	2	-----	2	-----	-----	-----
Not employed at date of inquiry.....	8	2	6	16	4	12
Not reported whether employed at date of inquiry.....	2	-----	2	-----	-----	-----

¹ Includes 1 girl under 14 years of age.

TABLE XIV.—*Last weekly wage in first regular position and age at date of beginning regular work for employed boys and girls attending continuation school; Paterson, N. J.*

Last weekly wage in first regular position	Employed boys and girls attending continuation school							
	Boys				Girls			
	Total	Age at date of beginning regular work			Total	Age at date of beginning regular work		
		Under 14 years	14 years	15 years		Under 14 years	14 years	15 years
Total.....	272	5	192	75	1 390	3	312	74
No cash wage.....	8	1	3	4	6	—	4	2
Less than \$5.....	6	—	4	2	5	—	5	—
\$5, less than \$6.....	6	—	6	—	9	—	8	1
\$6, less than \$7.....	18	—	16	2	45	1	35	9
\$7, less than \$8.....	29	—	24	5	55	1	44	10
\$8, less than \$9.....	38	—	31	7	69	1	55	12
\$9, less than \$10.....	16	1	12	3	37	—	29	8
\$10, less than \$11.....	58	2	33	23	61	—	41	20
\$11, less than \$12.....	17	1	14	2	17	—	15	2
\$12, less than \$13.....	22	—	13	9	43	—	37	6
\$13, less than \$14.....	4	—	—	—	14	—	12	2
\$14, less than \$15.....	12	—	8	4	9	—	8	1
\$15, less than \$16.....	21	—	14	7	5	—	4	1
\$16, less than \$18.....	3	—	2	1	7	—	7	—
\$18, less than \$20.....	3	—	2	1	1	—	1	—
\$20 and more.....	5	—	3	2	2	—	2	—
Not reported.....	6	—	3	3	5	—	5	—

¹ Includes 1 girl for whom age at beginning regular work was not reported.

TABLE XV.—*Last weekly wage in last regular position and age at date of inquiry for employed boys and girls attending continuation school; Paterson, N. J.*

Last weekly wage in last regular position	Employed boys and girls attending continuation school					
	Boys			Girls		
	Total	Age of date of inquiry		Total	Age at date of inquiry	
		14 years	15 years		14 years	15 years
Total.....	272	78	194	1 390	100	289
Employed at date of inquiry.....	262	76	186	1 374	96	277
No cash wage.....	5	1	4	5	—	5
Less than \$5.....	1	—	1	1	—	—
\$5, less than \$6.....	2	1	1	4	1	3
\$6, less than \$7.....	8	4	4	11	7	4
\$7, less than \$8.....	11	6	5	34	10	23
\$8, less than \$9.....	29	16	13	55	22	33
\$9, less than \$10.....	20	7	13	40	9	31
\$10, less than \$11.....	61	23	38	62	13	49
\$11, less than \$12.....	18	7	11	28	5	23
\$12, less than \$13.....	24	2	22	56	13	43
\$13, less than \$14.....	5	—	5	19	5	14
\$14, less than \$15.....	19	2	17	17	4	13
\$15, less than \$16.....	31	6	25	18	2	16
\$16, less than \$18.....	7	—	7	18	3	15
\$18, less than \$20.....	6	—	6	1	—	1
\$20 and more.....	11	1	10	3	1	2
Not reported.....	4	—	4	3	1	2
Not employed at date of inquiry.....	8	2	6	16	4	12
Not reported whether employed at date of inquiry.....	2	—	2	—	—	—

¹ Includes 1 girl under 14 years of age.

TABLE XVI.—*Occupation and industry and last weekly wage of last regular position for employed boys and girls attending continuation school; Paterson, N. J.*

Occupation and industry of last regular position	Employed boys attending continuation school						
	Total	Last weekly wage					Not reported
		No cash wage	Less than \$5	\$5, less than \$10	\$10, less than \$15	\$15 and more	
Total.....	272	5	1	73	132	56	5
Employed at date of inquiry.....	262	5	1	70	127	55	4
Manufacturing and mechanical.....	167	1	1	43	81	38	3
Apprentices.....	11	1		2	6	2	
Semiskilled operatives.....	142		1	37	67	34	3
Silk mills.....	71			22	29	19	1
Other.....	71		1	15	38	15	2
Other.....	14			4	8	2	
Transportation.....	11			4	6	1	
Telegraph messengers.....	3			1	2		
Other.....	8			3	4	1	
Trade.....	43	3		10	19	10	1
Salesboys and salesgirls.....	13	1		3	7	2	
Delivery boys.....	13			4	5	4	
Other.....	17	2		3	7	4	1
Domestic and personal.....	9	1		1	6	1	
Clerical.....	30			11	14	5	
Bundle, cash, messenger, errand, and office boys.....	20			9	10	1	
Other.....	10			2	4	4	
Other.....	2			1	1		
Not employed at date of inquiry.....	8			2	4	1	1
Not reported whether employed at date of inquiry.....	2			1	1		

TABLE XVI.—*Occupation and industry and last weekly wage of last regular position for employed boys and girls attending continuation school; Paterson, N. J.—Con.*

Occupation and industry of last regular position	Employed girls attending continuation school						Not reported
	Total	Last weekly wage					
		No cash wage	Less than \$5	\$5, less than \$10	\$10, less than \$15	\$15 and more	
Total	390	5	1	151	189	41	3
Employed at date of inquiry	374	5		144	182	40	3
Manufacturing and mechanical	326	2		128	160	34	2
Apprentices	4	1		3			
Semiskilled operatives	320	1		124	159	34	2
Silk mills	214	1		75	111	26	1
Other	106			49	48	8	1
Other	1			1			
Not reported	1				1		
Trade (salesgirls)	16	2		6	8		
Domestic and personal	19			5	8	5	1
Housework (including nursemaids)	4			2	2		
Other	15			3	6	5	1
Clerical	13	1		5	6	1	
Bundle, cash, messenger, errand, and office boys and girls	2			2			
Other	11	1		3	6	1	
Not employed at date of inquiry	16		1	7	7	1	

TABLE XVII.—Percentage of unemployment and age at date of beginning regular work for employed boys and girls attending continuation school; Paterson, N. J.

Length of work history and percentage of unemployment	Employed boys and girls attending continuation school							
	Boys				Girls			
	Total	Age at date of beginning regular work			Total	Age at date of beginning regular work		
		Under 14 years	14 years	15 years		Under 14 years	14 years	15 years
Total.....	272	5	192	75	1 390	3	312	74
Work history 12 months or more.....	61	3	58		162	1	161	
Percentage of unemployment:								
No unemployment.....	29		29		38		38	
Less than 5 per cent.....	14	2	12		21	1	20	
5 per cent, less than 10.....	6	1	5		11		11	
10 per cent, less than 20.....	1		1		12		12	
20 per cent and more.....	5		5		12		12	
Not reported.....	6		6		8		8	
Work history less than 12 months.....	211	2	134	75	285	2	210	73
Percentage of unemployment:								
No unemployment.....	151	1	87	3	191	1	142	48
Less than 5 per cent.....	18		17	1	19		16	3
5 per cent, less than 10.....	8		4	4	12		9	3
10 per cent, less than 20.....	8		8		21		17	4
20 per cent and more.....	13		10	3	27	1	14	12
Not reported.....	13	1	8	4	15		12	3
Length not reported.....					13		1	1

¹ Includes 1 girl for whom age of beginning regular work was not reported.

TABLE XVIII.—Duration of terminated and not terminated first regular positions and age at date of beginning regular work for employed boys and girls attending continuation school; Paterson, N. J.

Duration of first regular position and whether terminated	Employed boys and girls attending continuation school							
	Boys				Girls			
	Total	Age at date of beginning regular work			Total	Age at date of beginning regular work		
		Under 14 years	14 years	15 years		Under 14 years	14 years	15 years
Total.....	272	5	192	75	1 390	3	312	74
First position terminated.....	135	4	104	27	1 215	2	175	37
Duration:								
Less than 2 weeks.....	12		7	5	7		6	1
2 weeks, less than 1 month.....	11		8	3	28		18	10
1 month, less than 2.....	25	1	17	7	34	1	27	6
2 months, less than 3.....	19		14	5	30		20	10
3 months, less than 4.....	17		16	1	20		15	5
4 months, less than 5.....	9		8	1	11		10	1
5 months, less than 6.....	3		3		7		7	
6 months, less than 9.....	20	1	17	2	29		27	2
9 months, less than 12.....	5		5		16	1	15	
12 months, less than 18.....	2		2		12		12	
18 months, less than 24.....	2	1	1		1		1	
Not reported.....	10	1	6	3	20		17	2
First position not terminated.....	136	1	87	48	175	1	137	37
Duration:								
Less than 2 weeks.....	7		4	3	1		1	
2 weeks, less than 1 month.....	6		3	3	5		3	2
1 month, less than 2.....	14		4	10	13		10	3
2 months, less than 3.....	14		9	5	23		12	11
3 months, less than 4.....	12		7	5	23		16	7
4 months, less than 5.....	21	1	10	10	22		15	7
5 months, less than 6.....	7		3	4	10		9	1
6 months, less than 9.....	16		9	7	22		16	6
9 months, less than 12.....	16		15	1	24		24	
12 months, less than 18.....	17		17		15		15	
18 months, less than 24.....	6		6		16		16	
Not reported.....					1	1		
Not reported whether first position terminated.....	1		1					

¹ Includes 1 girl for whom age was not reported.

SUPPLEMENTARY TABLES ¹

TABLE A.—*Parent nativity of boys and girls attending continuation school in specified cities in New Jersey in 1922*

City	Boys					Girls				
	Total	Parent nativity				Total	Parent nativity			
		Both native	One native, one foreign	Both foreign	Not reported		Both native	One native, one foreign	Both foreign	Not reported
Newark.....	884	242	93	530	19	1,045	183	90	757	15
Paterson.....	273	59	30	181	3	202	34	37	129	2
Jersey City.....	269	76	27	159	7	437	112	35	278	12
Trenton.....	228	48	26	147	7	358	57	25	273	3
Passaic.....	202	11	12	170	9	386	16	16	331	23
Camden.....	189	95	30	71	3	319	112	29	154	24
Perth Amboy.....	118	11	4	103	—	222	8	8	206	—
Hoboken.....	103	30	12	58	3	163	17	25	113	8
Bloomfield and East Orange.....	84	26	6	44	8	98	13	12	70	3
West Hoboken.....	72	17	10	45	—	94	16	12	65	1
New Brunswick.....	66	16	5	44	1	77	22	8	45	2
Bayonne.....	32	3	1	28	—	155	11	17	122	5
Orange.....	13	3	—	10	—	37	6	2	29	—
Elizabeth.....	—	—	—	—	—	266	53	20	175	18

¹ Source: New Jersey State Department of Public Instruction.

TABLE B.—*Age at date of inquiry of boys and girls attending continuation school in specified cities in New Jersey in 1922*

City	Boys					Girls				
	Total	Age at date of inquiry				Total	Age at date of inquiry			
		14 years	15 years	16 years	Not reported		14 years	15 years	16 years	Not reported
Newark.....	884	209	651	22	2	1,045	299	711	35	—
Paterson.....	273	80	191	2	—	202	41	158	3	—
Jersey City.....	269	74	193	2	—	437	138	294	5	—
Trenton.....	228	65	141	3	19	358	132	222	4	—
Passaic.....	202	56	142	3	1	386	136	242	6	2
Camden.....	189	54	133	2	—	319	129	189	1	—
Perth Amboy.....	118	35	82	1	—	222	61	123	8	—
Hoboken.....	103	27	72	4	—	163	50	113	—	—
Bloomfield.....	84	15	67	1	1	98	30	65	3	—
East Orange.....		—	—	—	—	—	—	—	—	—
West Hoboken.....	72	15	56	—	1	94	24	69	1	—
New Brunswick.....	66	18	44	4	—	77	27	46	4	—
Bayonne.....	32	2	29	1	—	155	22	119	14	—
Orange.....	13	4	9	—	—	37	14	23	—	—
Elizabeth.....	—	—	—	—	—	266	85	170	10	1

TABLE C.—*Occupation and wage at date of inquiry of boys and girls attending continuation school in certain cities¹ in New Jersey in 1922*

Occupation at date of inquiry	Boys						Girls					
	Total	Weekly wage at date of inquiry					Total	Weekly wage at date of inquiry				
		Less than \$5	\$5, less than \$10	\$10, less than \$15	\$15 and more	Not reported		Less than \$5	\$5, less than \$10	\$10, less than \$15	\$15 and more	Not reported
Miscellaneous manufacturing.....	629	13	371	179	34	32	1,378	52	967	286	12	61
Clerical.....	496	19	270	147	20	40	161	2	77	58	9	15
Business.....	388	23	195	99	20	51	169	7	96	35	2	29
Food production.....	305	28	118	84	18	57	105	5	60	25	3	12
Textiles.....	277	4	114	124	14	21	661	6	305	248	47	55
Metal trades.....	216	6	114	57	22	17	16		6	10		
Clothing.....	202	6	117	50	10	19	1,534	90	925	353	36	130
Labor.....	191	12	100	48	12	19	77	7	44	21		5
Building.....	115	4	41	36	17	17	1		1			
Communication.....	112	5	61	34	1	11	15	1	12	2		
Clay, glass, and stone, etc.....	87		41	19	5	22	75	2	59	10	1	3
Printing.....	73	4	31	25	4	9	7		5	1		1
Transportation.....	62	3	29	14	9	7						
Shoe and leather.....	40		21	14	5		29		16	11		2
Woodworking.....	31		17	9	4	1	1		1			
Home and domestic.....	23	3	4		1	15	610	117	217	14	2	260
Professional.....	11		3	2	4	2	5		2	2	1	
No record.....	117	5	1	1	1	109	298	6	8	3	2	279

Cities reporting were those listed in Tables A and B

TABLE D.—*Last grade completed in regular school by boys and girls attending continuation school in specified cities in New Jersey in 1922*

City	Boys				Girls			
	Total	Last grade completed in regular school			Total	Last grade completed in regular school		
		Under eighth	Eighth or above	Not reported		Under eighth	Eighth or above	Not reported
Newark.....	884	462	334	88	1,045	602	385	58
Paterson.....	273	122	124	27	202	80	95	27
Jersey City.....	269	147	94	28	437	233	154	50
Trenton.....	228	146	34	48	358	288	62	8
Passaic.....	202	120	58	24	386	248	104	34
Camden.....	189	149	40		319	246	71	2
Perth Amboy.....	118	98	18	2	222	183	31	8
Hoboken.....	103	75	26	2	163	124	39	
Bloomfield and East Orange.....	84	47	28	9	98	64	25	9
West Hoboken.....	72	36	15	21	94	65	28	1
New Brunswick.....	66	54	10	2	77	48	25	4
Bayonne.....	32	7	24	1	155	76	64	15
Orange.....	13	9	3	1	37	23	14	
Elizabeth.....					266	170	85	11

BOSTON PUBLIC LIBRARY



3 9999 05708 5258

TABLE E.—Assistance used in obtaining first position by boys and girls attending continuation school in specified cities in New Jersey in 1922

City	Boys								Girls							
	Total	Assistance							Total	Assistance						
		None	Member of family	Friend	Public school, or continuation-school employment bureau	Answered advertisement	Private or public employment agency	Not reported		None	Member of family	Friend	Public school, or continuation-school employment bureau	Answered advertisement	Private or public employment agency	Not reported
Newark.....	884	399	185	151	43	26	9	71	1,045	441	229	256	40	12	6	61
Paterson.....	273	126	65	47	1	5	2	27	202	73	58	50	1	1	2	18
Jersey City.....	269	148	58	35	10	2	4	12	437	211	103	58	2	1	—	62
Trenton.....	228	114	58	29	—	5	—	22	358	173	89	55	2	2	—	37
Passaic.....	202	77	68	47	1	4	—	5	386	182	75	82	—	5	7	35
Camden.....	189	98	51	33	1	—	—	6	319	52	91	68	1	—	—	104
Perth Amboy.....	118	86	21	8	2	—	—	1	222	119	49	26	—	—	—	28
Hoboken.....	103	41	33	24	2	2	1	—	163	64	34	49	—	—	—	16
Bloomfield and East Orange.....	84	32	23	8	—	2	—	19	98	40	10	12	—	—	10	26
West Hoboken.....	72	40	18	10	1	—	—	3	94	59	22	6	—	—	—	7
New Brunswick.....	66	26	18	13	1	2	—	6	77	25	25	17	—	7	—	3
Bayonne.....	32	17	7	5	1	—	—	2	155	46	42	39	—	2	4	22
Orange.....	13	10	3	—	—	—	—	—	37	13	11	3	—	1	—	9
Elizabeth.....	—	—	—	—	—	—	—	—	266	124	42	36	4	—	—	—

TABLE F.—Number of positions held since leaving regular day school for girls attending continuation school in specified cities in New Jersey in 1

City	Total	Number of positions held								Not reported
		1	2	3	4	5	6	7 and more		
Newark:										
Boys.....	884	431	219	116	63	19	8	3	25	
Girls.....	1,045	463	323	142	57	15	4	2	39	
Paterson:										
Boys.....	273	131	83	37	12	1	2	1	6	
Girls.....	202	94	64	23	10	4	—	—	7	
Jersey City:										
Boys.....	269	156	71	30	7	3	—	1	1	
Girls.....	437	235	97	49	12	1	2	1	40	
Trenton:										
Boys.....	228	109	50	35	9	3	3	2	17	
Girls.....	358	163	88	61	12	12	5	—	17	
Passaic:										
Boys.....	202	103	60	27	7	1	2	—	2	
Girls.....	386	176	131	46	17	5	—	2	9	
Camden:										
Boys.....	189	101	53	24	7	2	—	—	2	
Girls.....	319	171	93	42	9	1	—	—	3	
Perth Amboy:										
Boys.....	118	64	31	14	4	3	2	—	—	
Girls.....	222	105	63	33	14	2	—	—	5	
Hoboken:										
Boys.....	103	59	28	10	4	—	—	1	1	
Girls.....	163	93	42	14	6	2	—	—	6	
Bloomfield and East Orange:										
Boys.....	84	48	26	3	3	—	—	—	4	
Girls.....	98	42	22	7	1	1	1	1	23	
West Hoboken:										
Boys.....	72	32	22	9	5	1	1	—	2	
Girls.....	94	41	29	16	—	—	—	3	5	
New Brunswick:										
Boys.....	66	34	18	4	2	2	—	—	6	
Girls.....	77	28	16	23	5	2	—	—	3	
Bayonne:										
Boys.....	32	17	6	4	—	2	1	—	2	
Girls.....	155	58	56	21	2	1	1	—	16	
Orange:										
Boys.....	13	6	5	2	—	—	—	—	—	
Girls.....	37	19	11	4	2	—	—	—	1	
Elizabeth:										
Boys.....	—	—	—	—	—	—	—	—	—	
Girls.....	266	106	84	36	13	4	1	1	21	

BOSTON PUBLIC LIBRARY



3 9999 05708 5266

